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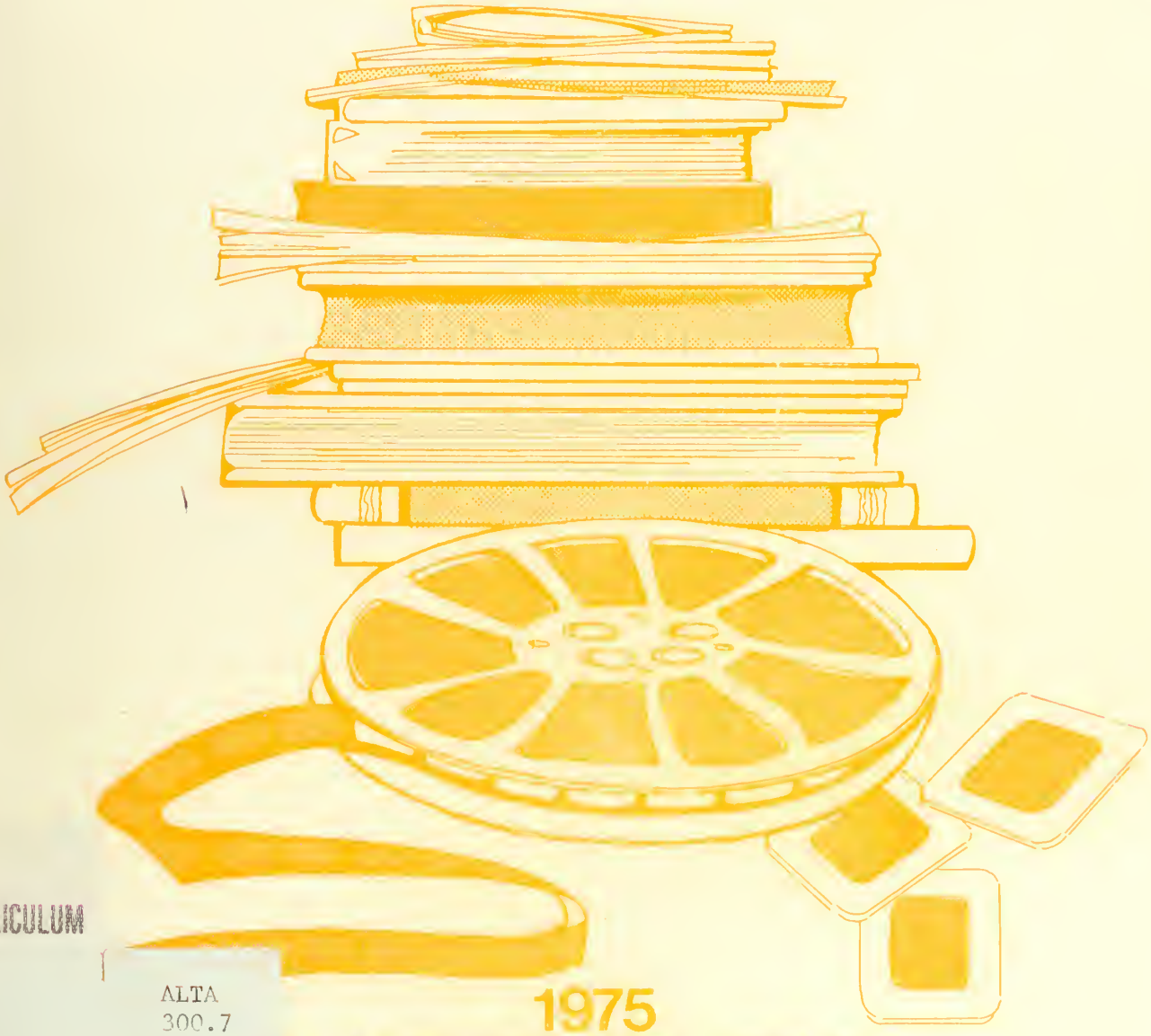

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R E S O U R C E M A T E R I A L S

F O R

S E C O N D A R Y S O C I A L S T U D I E S

An Annotated List of Selected Titles

for the Basic Program

ALBERTA
Education
1975

PREFACE

THIS PUBLICATION IS A SERVICE DOCUMENT AND IS NOT PRESCRIPTIVE.

It has been prepared to aid school systems and their personnel in selecting learning materials for use with the Alberta Social Studies Curriculum.

RATIONALE AND GUIDELINES

1. The materials listed in this publication represent an arbitrary selection from a great quantity of Social Studies resources, much of which has a good deal of merit. Resource materials other than those identified in these lists may be used in accordance with policies of the local school system.

2. The materials listed in this publication have been selected as items that may be used with the Social Studies Curriculum as set out in the Programs of Studies. Except at the Junior High School level, no attempt has been made to identify resource materials for use in the "up to one-third time" portion of the Social Studies Curriculum that may be developed locally by classroom teachers.

3. Prices quoted in this publication are not likely to represent current costs of the items listed. They have been included in order to provide information which could be useful to teachers and others concerned with budgetary allocations for resource materials.

4. Guidelines for selection used in compiling the materials listed include:

   i. Canadian content, where feasible
   ii. Currency of information
   iii. Appropriate reading level
   iv. Direct relationship to the content and philosophy of the Alberta Social Studies Program
   v. Visually stimulating
   vi. Highly selective: a basic list - not comprehensive
   vii. Materials selected related to the prescribed portion of the Social Studies Program.

5. The School Book Branch of the Department of Education will carry a stock of most of the print materials included in this listing. Other items, including resource materials kits and multi-media items may be obtained from the School Book Branch on a special-order basis.

6. Some of the materials, for example, 16 mm. films, are available through the Audio Visual Services Branch of the Department of Education on a loan basis. Catalogues and descriptive material are available from the Audio Visual Services Branch.

7. As other resources are identified and evaluated, they will be listed in such publications as the Curriculum Newsletter .

8. Some of the material listed for a particular grade may be useful for other grade levels.

Curriculum Branch
Department of Education

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GRADE VII - MAN, TECHNOLOGY AND CULTURE IN PRE-INDUSTRIAL SOCIETIES

BOOKS

The Australian Aborigines (Book) Baker Steck-Vaughn, 1968, $2.45*.

This book is useful for a depth study of the culture of the Australian Aborigines as it existed in its pre-industrial stage. Such topics as the following make up chapters in the book: What are the Aborigines? Daily life, beliefs, myths and ceremonies: music, dancing and painting. The last chapter is devoted to the Aborigines today. It is fairly well illustrated with black and white photographs and drawings. Reading level is rated suitable for Grade 7 although some students may have difficulty with comprehension.

Collier-MacMillan History Program (Paperback series), Collier-MacMillan Canada Ltd., 1971, $1.50* Each.

This series was written at a Grade 6 reading level. Illustrations are black and white. Questions are provided to provoke the student into analyzing and evaluating what he has read. This series is useful for examining the forces and effects of cultural change.

1. Eskimos of Canada, A.H. Power describes the life and culture of the Eskimo before the coming of the Europeans. He then describes changes brought about by the whale hunters, missionaries, and fur hunters.
2. The Changing People, E.P. Palmer, emphasizes the cultural shock caused by a more advanced technological society on a pre-industrial culture and the problems created for both societies.

Both books taken together provide a case study into the phenomenon of change.

The Great Tree And The Longhouse Hazel W. Hertzberg, (Paperback book) Macmillan Publishing Co., 1967, $2.80*.

This book introduces the study of culture and its patterns through and exploration of the Iroquois in the pre-Columbian period. It is organized on the anthropological construct devoting, in most cases, a chapter to each of the prime cultural universals. Strengths of the book lie in providing models which are useful to student in analyzing other cultures. Although emphasis on a single social science discipline and poor readability for many Grade 7 students characterize the book, its effective use in the classroom is not entirely negated.
The teacher's manual accompanying the book provides useful suggestions for developing a program with this book. (Cost $1.20*.)

* Based on 1974 costs. Prices subject to change.

Investigating Our World Series Kay Farnham (Paperback Book), Gage Educational Publishing, 1972, $1.55* per package. Package of 10 for $14.10* including Teacher's Guide.

1. Pygmies of the Ituri Forest Provides data through the written word as well as drawings, pictures, maps and charts. It is organized according to the anthropological construct with emphasis on the role of environment in influencing Pygmy culture and technology. The work of anthropologists such as Dr. Colin Turnbull and Anne Putnam is presented in simple fashion as models for inquiry. The student is encouraged to hypothesize, collect and organize data and to develop concepts and generalizations. Note taking and organizing grids are presented as tools for inquiry. Case studies are also used. Reading level is suitable for the average Grade 7 student.

The Maoris Of New Zealand E. McGuire, (Hardback book), Collier-Macmillan Canada, 1968, $4.95*.

This book provides in-depth information on the Maori culture before and after European acculturation. It describes Maori origins, basic needs, customs, artifacts, technology, and adaptation to European culture. Although written in an interesting style, some students at the Grade 7 level may have difficulty with comprehension. Information is also dated.

The Social Sciences Concepts and Values Series, Center for the Study of Instruction (Paperback book) Man in Culture; Man's Changing Cultures; Man As Individual. Harcourt Brace Jovanovich Inc., 1972, $2.60* Each.

This series, written by well-known educators from the Center For the Study of Instruction specifically for Junior High, consists of two bound volumes, Sources of Identity and Settings for Change which may be purchased as 12 separate paperbound units (only 3 are listed here). Not all portions of the series is pertinent to the Alberta curriculum and there is an obvious American point of view. Each unit is devoted to the study of one of the Social Science constructs. However, the series provides opportunities for students to develop inquiry skills, to examine their value systems, and to develop concepts and generalizations. It is well illustrated with color pictures and the reading level is of average difficulty.

Man In Culture examines patterns of adaptation, belief and belonging and Man's Changing Cultures focuses on survivival, technology, change and enculturation. Cultures studied in these 2 units include the Yahi, Sioux, Watusi, Aborigine, and North West Coast Indians. Man As Individual is useful for examining the issue, "What is Man?" and more specifically "Should each man strive to be a unique individual?"

Survivors of Eldorado Johannes Wilbert (Paperback book) Praeger Publishers 1972, $3.70*.

* Based on 1974 costs. Prices subject to change.

Chapter titles include the following: Indians of Venezuela, The Hunters: Yanomamos of Territorio Amazonas; The Fisherman: The Warao of The Ormoco Delta, the Cultivators: The Makiritare of Territorio Amazonas and the Pastoralists: The Goajiro of the LaGuajira Penninsula.
This book containing valuable data, provides an in-depth view of the little known pre-industrial cultures of South America.
Reading level is too difficult for most Grade 7 pupils. Applicable portions could be rewritten to suit the reading level of Grade 7.

Tales From The Longhouse Gray's Publishing, 1973, $4.95*.

This book consists of Indian legends about origins, nature and customs as written by Indian school children of British Columbia as recounted by older members of their tribes. This resource provides a good insight into the Indian culture. Reading level is suitable for Grade 7 students.

Vanishing Peoples Of The Earth National Geographic Society (Hardback book), 1971, $4.25*.

This book is a composite of National Geographic Society articles on pre-industrial cultures published in the monthly magazine. Nine cultures are presented: Lapps, Bushmen, Nilgiri, Ainu, Australian Aborigine, Eskimo, Indians of Central Brazil, Hopis and Asmat. Although colorfully illustrated and interestingly written, this book presents data which is often difficult for Grade 7 students to comprehend. The text is written in narrative style and therefore makes it difficult for students to find specific information. More suitable for teacher use.

Vanishing Primitive Man Timothy Severin (Hardback book) McGraw Hill Ryerson, 1973, $22.00*.

Large page size, this book contains attractive, glossy photos (some in color) of pre-industrial cultures in various stages of enculturation. Articles included focus on the Australian Aborigines, Pygmies, Cunas of Panama, Maori, Bushmen, Eskimo, Ainu, New Guinea Head Hunters, Laplanders and Xavante of Brazil. The approach is historical-anthropological. Written for adults, most Grade 7 students would experience difficulty reading this book. Teacher reference.

A Visit To The Bushmen Of The Kalahari: I Saw You From Afar C.M. Perkins & M. Perkins (Hardback book) 1967, $3.10*.

The text and pictures in this book are an account of the daily life of the Bushmen of the Kalahari Desert, as written by 2 world travellers.

* Based on 1974 costs. Prices subject to change.

Strengths of the book lie in the original photographs taken of the Bushmen and in the highly readable, easy comprehension text. Personal insights provided could add a value analysis dimension of the study of this culture.
The book lacks a Table of Contents and Index.

* Based on 1974 costs. Prices subject to change.

GRADE VII FILMS, KITS, SIMULATIONS, MULTI-MEDIA RESOURCES

African Craftsman: The Ashanti (Film) B.E.A. Educational Media, 1974, $145.00*.

This film provides data on the technology of the Ashanti. A master craftsman lives by making various items such as a printed and woven cloth and wood carvings. The film if used as an example could help students understand the concept of technology and how man creates and shapes using his technology. Prepared in technicolor, the film is a short 11 minutes.

Bushman of Africa Unipacs M. Dovel, P. Olesky (Kit) Canadian Social Sciences Service, 1973, $10.00*.

This kit consists of 5 learning pacs: Natural Environment (Cultural Setting), Physical Appearance of the Bushmen, Economic Needs, Social Needs, Political Needs; a pre-test and post test for each pac: teachers manual containing suggested individual and group activities for the unit, answers to activities in learning pacs, available resource materials on the Bushmen: 4 overhead transparency masters: directions for making a board game (cards for the game are included); simulation game. Although limited in certain aspects, some objectives of the curriculum may be realized through use of these materials. Reading is of average difficulty for Grade 7.

Indians Of Canada (Data Kit) National Film Board, $60.00*.

This kit contains a comprehensive collection of data on various Indian groups in Canada. An overview is presented by means of color slides and filmstrips. Further data is contained in 2 charts and a booklet. Suggestions for class use are not included in the kit. Data is merely presented for students to examine and draw their own conclusions about traditional and modern Indian cultures. The kit could be useful for examining the cultural universals of Indian society.

Man, A Course Of Study (Multi-media, multi-activity Program) Curriculum Development Associates, 1972, Total program $3,495.00*, sample set $5.00*.

Three prime questions provide the basis for inquiry: What is human about human beings?; How did they get that way?; How can they be made more so?
Utilizing the theory and skills of such scholars as Jerome Bruner, Irven

* Based on 1974 costs. Prices subject to change.

DeVore, Asen Balikci and a host of master curriculum writers, the course is so designed that reaching the goals of Social Studies is facilitated through implementation of the most recent findings in education and the behavioral sciences.
Teachers and students together explore the roots of man's social behavior through the study of selected animal groups, salmon, herring, gull, and baboon, and an intensive examination of the Netsilik Eskimo culture.
Social Science skills are emphasized. Students simulate the anthropologist's methods of observation, data collecting, hypothesizing, problem finding and problem solving.
The package includes 16 films, 30 different booklets in sufficient quantities for a class of 30, records, filmstrips, and teacher's guides.
(Note: Inservice education is a prerequisite for purchasing and implementing the course).

Makiritare - Indians Of The Orinoco Series Julian Bryan (16 mm film). Educational Film Distributors: Blowgun, 13 minutes ($205.00*) 1971; Manioc Bread, 11 minutes ($175.00*); Woodwinds and Dance, 10 minutes $160.00*) Draftsman, 12 minutes ($188.00*); Jungle Farming, 10 minutes ($160.00*); Food Gathering, 11 minutes ($175.00*).

Short, high technical quality films show scenes from the everyday life of a people, the Makiritare Indians, who are still living in a pre-industrial society, The films show women preparing manioc bread, while men make blow guns, musical instruments, pots, and canoe paddles. The film provides opportunity for exploring values as related to everyday activites. The films have no spoken commentary. Only natural sound is used. These films should be previewed before use. It is most important that students be prepared for inquiry into this culture before viewing.

Marooned: An Examination of Culture Harvey Duff (Simulation Kit) Canadian Social Sciences Services, 1972, $85.00*.

Multi-media and multi-activity in design, this kit has been developed to deal with the theme "What is culture?". It provides a basis for developing the concept of culture as well as other concepts drawn from the social sciences. Numerous related value issues are presented for student examination. Using specially prepared student booklets, activities, exercises, audio accounts and simulation games, students first create and then analyze a culture. Under the teacher's direction, students are "marooned" on an uninhabited island where they survive by discovering what resources are available and by utilizing these resources to build a culture. Opportunity for inquiry skill development is evident in the tasks rquiring students to hypothesize using available data. Materials have been written in a suitable readability comprehension level for the average Grade 7 student.
Caution should be exercised in dealing with the values component of the kit. Students are deliberately led to value the norm in society as reflected in our present culture.

*Based on 1974 costs. Prices subject to change.

Patterns In Human History "Studying Societies" Anthropology Curriculum (multi-media kit) Study Project, Macmillan Publishing Co., 1971, $40.65*.

Studying Societies, first unit of the High School Anthropology Project, introduces concepts and tools for recognizing patterns in human behavior from the anthropological perspective. The kit includes data about two pre-industrial cultures, Pygmies of the Ituri Forest and Bushmen of the Kalahari Desert, in the following forms: student readings, 2 records, 2 filmstrips, 2 overhead transparencies, 14 Blackline masters. Printed portions of the kit may be too difficult for Grade sevens or may be unsuitable for Grade 7 programs. However, the records and filmstrips provide a resource which, excellent in technical quality, enhance other printed resources on the Pygmies and Bushmen. Opportunity for development of the concept of technology and of note-taking skills is inherent. A teaching plan, included,has limited applicability.

People Of The Seal Angus Gunn (study prints) Encyclopedia Britannica Publications, $14.90*.

Series of 10, (17" x 22"), full color study prints were taken of Netsilik Eskimo life in Pelly Bay, N.W.T. during the filming of the N.F.B. series on Netsilik life. They illustrate relationships in families and among families in a pre-industrial Eskimo community. Useful for concept development and valuing, each print has a untitled scene on the front while on the back, a simple explanation of what is taking place is made. The following list indicates the topics in the set: Inside an Igloo: Community Igloo Game: Three Generations; Building an Igloo: Preparing Seal Skin Boots: Fishing with Lure: Waiting and Watching: Making a Skin Sled: Sharing Seal Liver: Bow Drill.

Pygmies Of Africa (16 mm film) Encyclopedia Britannica, $145.00*.

Pygmies Of Africa is a black and white film, 20 minutes in length, which shows the dominance of survival activities, i.e. satisfying basic needs in the Pygmy culture. Examples of the concept of technology are provided in such scenes as shelter construction, root digging, bow and arrow making, wild honey harvesting, bark fabric preparations, dyeing, and ivory collecting and trading.

Social Patterns (Kit V.T.R. and Pupil and Teacher materials) Television Access North, 1974, $45.00*.

This program was produced by Television Access North to help students understand some of the basic concepts of culture. The concepts dealt with concern human relationships, such as family types, matrilineal and patrilineal families, polygamous and monogamous marriages, processes of socialization. Many of the concepts are illustrated by means of expressive

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dancers in creative skits. Social Patterns can be used to introduce students to these cultural universals before examining pre-industrial cultures.
There are six 20-minute video-tapes and a set of Learning Activity packages in the kit.

* Based on 1974 costs. Prices subject to change.

GRADE VIII - MAN, CULTURE AND TECHNOLOGY IN AFRO-ASIAN SOCIETIES

BOOKS

Afro-Asian Regional Studies E.R. Kolevzon (Paperback book) Southeast Asia: Africa, South of the Sahara; East Asia: China, Japan, Korea. Allyn & Bacon Inc., 1970, $2.25*; $2.50*; $3.10*; respectively.

These flexible, short study units taken from The Afro-Asian World are interdisciplinary although emphasis seems to rest on History and Geography. Close attention is given to those social and cultural forces, past and present, which have helped to make each culture region unique. This series is most useful as a survey book for depth studies. For problem-solving, there is insufficient data. Reading level is average to above average for most Grade 8 students.

1. Africa, South of the Sahara. This book in the series presents information on land forms, climate and people of Africa, historical exploration and conquest, independence movements, problems encountered in modernization. Key countries examined in depth are the Congo, Nigeria, and South Africa.
2. East Asia: China, Japan, Korea. In-depth studies of the geography, history, and present-day problems are presented on each of the 3 countries in the title.
3. Southeast Asia. The geography including strategic location, climate, landforms and people is examined. Colonial background to this region is also presented with a view to setting the stage for the examination of tensions today created through conflict.

Area Studies Series (Paperback book) Africa: Emerging Nations; China: Emerging Asian Giant; India and Pakistan: Japan; The Middle East; Southeast Asia. Xerox Education Publications, 1969-1972, $.60* Each (Ginn)

The series contains colorful articles, pictures, maps and case studies through which students can discover how the land, people and institutions of each region affect the way its people live. Case studies are especially effective in showing how political, economic, and social forces affect individual lives.

Reading level tends to be above average for many Grade 8 students. Some of the major understandings, generalizations developed are as follows:

1. Africa: Emerging Nations. Independence, ancient tribal ways, political and racial rivalry, and geography are forces which retard the growth of Africa's nations.
2. China: Emerging Asian Giant. While China's geography blocks her progress, many changes have occurred under the totalitarian government.
3. India & Pakistan. Population, famine, geography and culture barriers thwart the efforts of India and her neighbors to build industrial strength and modern democratic societies.

* Based on 1974 costs. Prices subject to change.

4. Japan. Defeated in war, hampered by its ancient culture and lack of resources, Japan has risen above these obstacles and has set an example for all Asia.
5. The Middle East. Cultural, geographic and political forces interact to generate mistrust in the area.
6. Southeast Asia. Wide diversity of geography and the numerous races and languages are vital factors which help to shape events in this turbulent region.

Cambridge Regional Studies Series H. Hammond (Paperback book) The New Africa; Southeast Asia; China; Japan; Korea; India: Pakistan; Middle East. Gage Educational Publishing, 1971. Paperback book $2.05*. Hardback book $4.84*. Duplicating Masters $5.20*. Key $.25*.

This series first examines the geography of the area and then investigates the people - their ancestors, languages, religions, racial and tribal likenesses and differences, and the economic and political factors that have affected them. Case inquiry samples in each chapter help the student focus on issues. Questions and test are provided in the book. Reading level is suitable for the average Grade 8 student. **Teachers and students may question some points of view expressed in some of the series** titles.

Culture Areas In Perspective Series L.S. Stavrianos (Paperback book) China ($2.24*), India ($2.24*), Middle East ($2.24*), Sub-Saharan Africa ($2.00*). Allyn & Bacon Inc., 1970.

These books are culture-area units from A Global History of Man. They are multi-disciplinary oriented, as each book considers "basic facts" (geography & history, politics, economics and culture). Present day conditions are described first. Then, by means of the flashback technique, historical examples are introduced to suggest a cause of present conditions.
Books are well organized around prominent concepts in the Social Sciences. Maps, charts and diagrams are useful, as is the table of contents and index. Reading level is fairly high and may cause problems for poor readers. All of the books in the series have been modernized with glossy covers, colored pictures, up-dated information and lowered reading level.

1. China. Topics examined include basic facts about the country (past and present), development of communism in China, economic gains, and present cultural conflicts between tradition and modern ways.
2. India. Topics examined include basic facts about India with a focus on "the spirit that endures conquest and conflict", political background to present government, economic problems hampering production, and cultural examination of caste and Hinduism.
3. Middle East. Basic facts are presented around the theme of "a crossroad" for ideas, trade, and armies. Nationalistic surges are also examined in a political study of the area. Israel is not treated in depth as most of the book deals with the Arab-Islamic cultures.
4. Sub-Saharan Africa. Broad generalizations are presented about the

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many nations of Sub-Saharan Africa under the headings of basic facts, economics, culture and politics. No in-depth studies are made of any one country.

Exploring The Social Sciences: Learning about Countries and Societies (Paperback book), O.L. David. Confucian China, India, The Middle East, Nigeria. Van Nostrand Reinhold Ltd., 1971, $1.25* Each/ India $1.45*.

Each book in the series is organized according to several of the Social Sciences. Students are encouraged to use the inquiry process by the inclusion of colorful and thought provoking pictures, maps, charts, case studies and challenging questions and problems. Reading level is below average for Grade 8 students.

1. Confucian China. This book presents a good background for understanding the traditional aspects of China today.
2. India. Four chapters written from the points of view of an anthropologist, a political scientist, a geographer, and an urbanologist, present a vivid basis for study of India.
3. The Middle East. Geographical importance in history, historical influences on modern times and sociological studies of Zionism, and the Arab-Israeli Wars are presented.
4. Nigeria. In addition to the examination of the geography, sociology, and history of Nigeria, a study is made of the development of government in an emerging nation.

Exploring World Cultures Newhill, LaPaglia (Hardback book) Ginn & Co., 1974. Student's Edition $8.80*, Teacher's Edition $9.90*.

This text presents an interdisciplinary examination of 8 cultures and the concept of culture. Distinctive elements of each culture and the impact of cultural change are presented in each of the following chapters: Exploring the Middle East; Exploring Africa South of the Sahara; Exploring India; Exploring China; Exploring Japan; Exploring Southeast Asia; Exploring the Soviet Union and Exploring Latin America. It features a number of full color photo essays and stimulating primary source material. A recurrent theme is an examination of the role of women in society. Reading level is suitable for the average Grade 8 student.

Investigating Our World Series Asian Studies (Paperback book) 1973. Kibbutz On The Negev, D. Jampolsky & D. Willows, Gage Educational Publishing Ltd. $1.55* Each; $14.10* for package of 10; $.95* Teacher's Guide.

This book is a detailed study of communal life on a Kibbutz in the heart of Israel's last frontier. Concepts developed are primarily concerned with culture. There is opportunity for inquiry skill development since the book consists of many relevant articles and questions as well as a number of unique pictures. Reading level is below average; comprehension is easy. It could provide a springboard into the study of the Middle East.

* Based on 1974 costs. Prices subject to change.

Lands Of The Middle East (Canadian Edition) Educational Research Council of America (Paperback book) Macmillan of Canada Ltd., 1973. Pupil's Text $3.90*. Teacher's Guide $2.30*.

This book attempts to assist students in developing a model for any area study. The model consists of basic inquiry in each of the major social sciences. The model is then used in examing the following in the Middle East: natural environment, use of natural resources, rural life, Egypt, the Bedouin, Israel, population, economic picture, and political picture. All of the inquiry above is related to discovery of major problems of the area and solution. Reading level is fairly simple for most Grade 8 students. The book is well illustrated.

Modern Africa David Jones (Paperback book) Holt, Rinehart & Winston, 1972, $6.00*.

This book is written from a geographical perspective, although contents are organized around three major headings: The African Past, Resources and People of Africa and Shaping a New Africa, the last few articles deal with an interdisciplinary problem i.e. the problem of South Africa. However, the material is current and it is well illustrated with generally excellent photography. Reading level is suitable for the Grade 8 student with average reading ability.

The Noble And Noble African Studies Program Mary Louise Clifford/Edward S. Ross (Paperback book) African Environment· Voices of Africa/The People: Creeds and Cultures in Modern Africa; Echoes from the African Past: Timeless Search/Pastoral Peoples of Africa: Master of Soil/Farming People of Africa: Creative Africans/Artists and Craftsmen: Challenge of the City/Urban Africa; Stone and Steel/Builders of Africa: Africa/Beginnings of Tomorrow, Noble & Noble Publishers, 1972, $1.50* each.

The series examines Africa as a whole zeroing in on specific regions for examples. Although intending an African perspective, the author, an American, allows personal biases to show. Despite occasional editorializing, the series could provide a valuable base for a study of Africa if used in conjunction with Through African Eyes Series. Most of the social science constructs are touched upon although geography and history dominate the series. Pictures are numerous and their quality is excellent. Reading level is average to below average. Teacher's Guide and a Student Activity Booklet are available for $1.25* Each.

1. African Environment. Environment is studied from a climatic vegetation regions point of view. Special information is presented on the Nile, Great Rift Valley, Ethiopian Highlands and Madagascar.
2. Voices of Africa/The People. The people of Africa are grouped according to the language families and studied from that point of view.
3. Creeds and Cultures In Modern Africa. African religions form the focal point for examining African culture.

* Based on 1974 costs. Prices subject to change.

4. Echoes From The Past. History and culture of hunting and fishing (pre-agricultural) peoples are presented.
5. The Timeless Search. A study of traditional tribes raising animals for a living is made here, e.g. Tuareg, Masai.
6. Masters Of The Soil. This book is a study of Africans who are engaged primarily in farming and the agricultural methods they use.
7. Creative Africans. This book explores the rich artistic heritage of Africa including Bushmen rock paintings, Moslem architecture and other samples.
8. Challenges Of The City. It describes the growth of urban areas and the life of African city dwellers.
9. Stone And Steel. This book presents information on economic development exploring traditional and present technologies.
10. Africa/Beginnings Of Tomorrow. Political Science forms the basic construct for this book.

People Of The World Scott Foresman, Spectra Program (Paperback book) Japan, India, and Kenya, Larry Cuban et al. Scott, Foresman & Co., 1971, $2.30* Each.

A series of cultural studies, the thrust of which is to interest students in people of other nations, their ways of living, and their attitudes. The 3 books are largely about the current scene. Each consists of 7 chapters as follows: The setting, workers, family and education, religion, government, conflict and close-ups of people. Each chapter has short case studies of individuals in the country, useful for valuing purposes. Attractive in general appearance, the series has many high quality pictures and illustrations. Reading level is approximately average for Grade 8 students.

Regions Of Our World Series Lawrence J. Pauling, General Editor, (Paperback book) India, Africa, Southeast Asia, The Middle East, Japan & Korea, China. Oxford Book Co., 1971, $1.84* Each. Teacher's Guide $.52*.

Organized in multi-disciplinary fashion, this book is fairly conventional in style. Language is simple and direct. Periodic inclusion of "Eyewitness Reports" provides useful case studies for valuing. Exercise materials, useful for testing, assignments and class discussions are included. The series can furnish fairly sound data for in-depth studies, but it is limited in so far as problem-solving data are concerned. Reading level is of average difficulty.
All of the titles in the series consistently examine the following concepts in relation to the cultural area: land and climate, past history, modern ways of life, religion, government, economy, arts and world view.

The Social Sciences Concepts And Values Series Center For The Study of Instruction

* Based on 1974 costs. Prices subject to change.

(Paperback book) Man's Attitudes; Man As Group Member; Man in Groups: Harcourt, Brace, Jovanovich, Inc., 1972, $2.60* Each.

This series, written by well known educators from the Center For The Study of Instruction, specifically for Junior High, consists of two hard bound volumes, Sources Of Identity and Settings For Change which may be purchased as 12 separate paperbound units. (Only 3 of the 12 are listed here). Not all portions of the series is pertinent to the Alberta curriculum and there is an obvious American point of view. Each unit (or paperback book) is devoted to the study of one of the social science constructs. However, the series provides opportunities for students to develop inquiry skills and to examine their personal value systems. The series is well illustrated with color pictures. The reading is of average to below average difficulty.

1. Man's Attitudes - concepts from the psychology construct, assist students in devloping a self-concept. No specific reference is made to Afro-Asian man in this unit.
2. Man As Group Member - continues probing self-concept in terms of the group. Specific topics deal with the people of Swaziland and with India's fight for independence, i.e. protests and strikes.
3. Man In Groups - examines social-psychological behaviors with a special thrust in developing self-concept.

The Third World Series (Paperback book) Southeast Asia, D.K. Swearer; Africa M. & D. Wiley; Middle East, H. Bucher, Jr.; East Asia, A. Sariti; South Asia, J. Norton; Pendulum Press, 1973, $1.45* Each. (Social Science Services)

This series puts emphasis on current issues such as economic development, minority problems, and interaction of traditional and modern ways of life. It includes questions for class discussion, photographs, maps, annotated bibliographies, and indices. It has an American point of view toward the problems of the Third World. For example, in the book, Africa, authors examine the racial crises of Southern Africa and analyze relations between black Americans and Africans. Reading level is generally above the average ability of Grade 8 students. An annotated bibliography follows each chapter. In Africa, problems examined include western myths about Africa, new directions of African development, continuity and change, race and Southern Africa. In Middle East, topics examined include the following: The Jews, People of the Book; The Armenians, A revolution that Failed: The Palestinians, A People Without a Country; The struggle between Zionism and Palestinian Nationalism.

World Studies Inquiry Series (Paperback book) Africa, Stephen Marvin; Asia, Robin McKeown, Field Educational Publications, 1969, Student's Edition $2.60*, Teacher's Manual, $1.00*.

Each book is organized around 5 conceptual themes: geographic considerations: traditional patterns of culture; changing cultural patterns; people and thought; problems and promises. Each book contains 25 individual

* Based on 1974 costs. Prices subject to change.

studies investigating these 5 themes. Reading level is below average; text is supplemented with illustrations, photo essay, pictures, 2 color maps and charts. Many articles in the book are rewritten from primary source material. Inquiry questions are provided at the end of every 2 readings.

* Based on 1974 costs. Prices subject to change.

GRADE VIII FILMS, KITS, SIMULATIONS, MULTI-MEDIA RESOURCES

China Study Print Program James Forrester/Gary Birchall (Picture set) Fitzhenry & Whiteside, 1973, $35.95*.

The program consists of a set of 40 discussion pictures showing life in contemporary China. The pictures are printed on 20—17" x 22" cards, each card with one full color picture on the front, plus one in black and white on the reverse. The pictures are chosen to illustrate 5 themes of fundamental significance: (a) Agriculture and People; (b) Agriculture and Land: (c) Politics; (d) Life on the Commune; (e) Life in the Cities. The set includes student activity cards (written text, questions to answer, and suggested activities) for each picture, a detailed teacher's manual and a copy of the 25 page paperback booklet entitled China In Maps. The program provides students with the opportunity to develop data gathering skills using pictures and to develop concepts of Chinese culture.

Geography In An Urban Age High School Geography Project. Unit 6: Japan (Multi-media kit) Collier-Macmillan Canada Ltd., 1970. Teacher's Multi-media kit, $10.40*. Student Resources Book, $1.40*. Additional Teacher's Guide, $.85*. (The Teacher's Multi-media kit includes a teacher's guide, a filmstrip, a transparency packet, and a student resources book).
Japan is the one regional unit in the entire project. First a filmstrip is used to compare Japan and North America and then the students consider traditional and modern aspects of Japanese life. The major part of the unit is an investigation of Japan's growth during the last hundred years, for which students use data presented in graphic, tabular and map form. Students are challenged to explain how Japan has been able to modernize so effectively in such a short period of time. Subsequently the relevance of the Japanese experience for underdeveloped countries is discussed. Reading level is considered to be at Grade 8 although it may be difficult for some. There is good opportunity for inquiry skill development. In many ways, this book could be useful at the Grade 9 level as well. Inquiry and concept oriented, this book is consistent with the thrust of the Social Studies curriculum.

Israel: Land And The People (Filmstrips) This is Israel; Galilee; Haifa And The Valley of Jezreel; The Jordan Valley; Jerusalem And The Judean Hills; The Negev; Tel Aviv And The Costal Plain. Encylopedia Britannica, 1973, $6.00* each.

This series is a recent production showing the geography, history,

* Based on 1974 costs. Prices subject to change.

culture, technology and economy of Israel. Each color filmstrip has approximately 49 frames of high technical quality photographs. A caption is included on the frames.

The Scholastic World Cultures Program (Multi-media Kit) The Indian Sub-continent: The Middle East: China; Africa South Of Sahara: Southeast Asia. Scholastic Book Services, 1972-1973, Student Text, $1.35*; Additional Teaching Guides, $1.00*; Sound Filmstrip: Record, $12.50*; Sound Filmstrip: Cassette, $14.50*; World Cultures Laboratory, $7.50*.

Each kit may be purchased including any number of the component items. The program is interdisciplinary providing background information on the particular area of study. It was designed for Junior High use with a view to providing a people-centered, high interest study. The program has an American perspective. Indian Sub-continent is introduced by Ravi, an Indian villager whose life contains, in microcosm, the special problems of the continent. Some of the topics covered in the book are as follows: man versus nature in struggle for survivial, tradional village life, urban poor, Gandhi and Caste. The Middle East focuses on two parts of the Middle East - Arab life and Israeli life. In China, common stereotypes are debunked as the realities of modern China are presented. Africa, South of the Sahara, has four topical sections including continental isolation, traditional Africa, African economy, and winds of change. Southeast Asia examines the mingling of 4 major world civilizations.

World Cultures Multi-Media Kits (Canadian Edition) Nystrom.
5 Filmstrips, 7 Cassettes, 2 Transparencies with overlays, 12 activities on 19 sheets, 10 booklets, teacher's guide, $140.00*.

China: Multi-Media Program. A multi-media approach for studying a civilization with a completely different culture and unifying social and political structure. The filmstrips, cassettes, reading booklets (10 copies), colored transparencies, map and globe cassette programs and activity sheets provide enough materials to help students perform a critical analysis.
A wide variety of materials enables teachers to individualize instruction. Slower students can capitalize on the sound filmstrips instead of having to rely solely on the reading material.
The set is an excellent supplement to the study of China, since it covers many topics not generally included in a textbook--the opium war, the changing role of women, the cultural revolution, Confuncianism, health care. Four cover the history, agriculture, industry and daily life of the people.
The fifth filmstrip, "Two Views", presents 2 separate narrations for the same set of visuals. It is an excercise designed to help students sort out half-truths and/or opinions from facts. Students are asked to compare contrasting viewpoints and make value judgements concerning China's farming techniques, home life and education. For most of the activities, there are no right or wrong answers.

* Based on 1974 costs. Prices subject to change.

GRADE IX - MAN, TECHNOLOGY AND CULTURE IN WESTERN SOCIETIES

BOOKS

Areas Studies Series American Education Publication (Paperback book) Changing Latin America; The Soviet Union: Eastern Europe; Xerox Education Publications, 1969-1972 $.55* Each.

The series contains colorful articles, pictures, maps and case studies through which students can discover how the land, people, and institutions of each region affect the way its people live. The case studies included are especially effective in showing how political, economic, and social forces affect individual lives. Reading level tends to be average for most Grade 9 students. Some of the major generalizations or understandings providing focus for the books are as follows:

1. Changing Latin America. Geography, weak government, and backward social systems are sources of instability in a continent where poverty-ridden people are impatient for progress.
2. The Soviet Union. Once an anti-western nation, the U.S.S.R. is slowly but steadfastly moving toward a new state capitalism based on western models.
3. Eastern Europe. The future of the satellite nations is open to question today more than ever.

Cambridge Regional Studies Series (Paperback book) Soviet Russia, H. Hammond, Latin America, Gage Educational Publishing, 1971. Paperback book $2.05*. Hardback book, $4.85*. Duplicating Master $5.20*, Key $.25*.

This series first examines the geography of the area and then investigates the people, their ancestors, languages, religions, racial and tribal likenesses and differences, and the economic and political factors that have affected them. Case inquiry samples in each chapter help the student focus on issues. Questions and tests are provided in the book. Reading level is suitable for the average to below average. Grade 9 student.

1. Soviet Russia. Vast size of the U.S.S.R. and its varied peoples are united through economic and political realities of communism.
2. Latin America. In-depth studies of Cuba, Brazil, Argentina, Mexico and Puerto Rico are presented. Communism and American Imperialism vie for control.

Challenges Of Our Time Series Technology: Promises and Problems (Paperback book) Allyn & Bacon, 1972. Student Edition $3.40*, Teacher's Guide $2.96*.

Although written for Grade 7 students, the concepts and generalizations

* Based on 1974 costs. Prices subject to change.

examined are more applicable to the Grade 9 curriculum. Topics concerning technology center on the Western world. Prime problem of technology that is examined is pollution, although alienation and challenges of our value systems are also studied. The book emphasizes concept development through inquiry. The teacher's guide explains the approach taken in the book, offers answers to questions and supplies additional articles.

Culture Areas In Perspective Series (Paperback book) L.S. Stavrianos, Soviet Union, Latin America. Allyn & Bacon Inc., 1970, Soviet Union $1.80*, Latin America $2.20*.

These books are culture-area units from A Global History of Man. They are multi-disciplinary oriented as each book considers basic facts, (geography and history), politics, economics and culture. Present-day conditions are described first. Then, by means of the flashback technique, historical examples are introduced to suggest a cause of present conditions. Books are well organized around prominent concepts in the social sciences. Maps, charts, and diagrams are useful, as is the table of contents and index. Reading level is of average difficulty.

The Elusive Truth Philip Roden (Paperback book) Gage Educational Publishing 1973, $1.50*, Teacher's Book $.85*.

Value of this book lies in its resource of skill building material. Articles, selected from newspapers, magazines, books, radio, and television, facilitate skill development in the following areas: recognizing and coping with group pressure, generalizations, statistics, false issues, and fallacies. The text is divided into 7 chapters and discusses each of the following as they relate to truth: The Influencers, Underlying Assumptions and Point of View, Precise Meaning, Everyday Illogic, False Issues, Statistics, Generalizations and Evidence. Questions are included in each section. Reading level is suitable for Grade 9.

Exploring The Social Sciences Learning about countries and societies (Paperback book) Brazil, The Soviet Union, O.L. Davis, Van Nostrand Reinhold Ltd., 1971, $1.25* each.

Each book is organized according to several of the social sciences. For example Brazil examines economic geography - the inter-relationship of land, climate, and the economy, anthropology - depth study of the Kaingang Indians, and sociology - class structure, The Soviet Union is organized according to geography, history, political science, economics and sociology. Students are encouraged to use the inquiry process by the inclusion of colorful and thought-provoking pictures, maps, charts, case studies, and challenging questions and problems. Reading level is below average.

* Based on 1974 costs. Prices subject to change.

Justice In Urban America Series (Paperback books) R. Ratcliffe, Gen. Ed. Law And The City, Law And The Consumer, Poverty And Welfare, Landlord And Tenant, Crimes And Justice, Youth And The Law. Houghton Mifflin Co., 1969. Student's Edition $1.20*. Teacher's Edition $1.35*.

This series stresses how the law works in everyday life, as well as how it can be made to work, in United States. Technical legal terms have been kept to a minimum. The student is involved in inquiry by the program through analyzing cases, examining everyday legal forms, becoming involved in mock trials and in writing legislation. The student comes to understand the basic principles underlying the operation of law. Treatment of concepts is done well. Reading level is suited to the average and above average reader in Grade 9. Useful for United States studies.

1. Law And The City by Richard Croll/Jack Zevin, focuses on the machinery of urban government and the American legal system. It digs into major metropolitan problems.
2. Law And The Consumer by R. Berger/J. Teplin, leads the young buyer to a realistic appraisal of advertising the fundamentals of sales contracts, comparison of costs of interest.
3. Poverty And Welfare by R. Bennett/T. Newman, defines poverty, locates its worst pockets in U.S. and searches for its causes and it explores the evolution of welfare.
4. Landlord And Tennant by G. Ranney Jr./E. Parker, probes the violation of leases as well as city housing codes, rat control, lead poisoning, tenant unions etc.
5. Crimes And Justice by M. Bassiouni, M. Lawrence, I. Starr, R. Summers, weighs society's historic need for rules and punishment. It defines the major crimes and explores various types of sentences and delves into the roots of crime in urban society.
6. Youth And The Law by M. Bassiouni/T. Shiel, considers the role of young people in the family, school and community.

Lands Of Latin America (Canadian Edition) Educational Research Council of America, (Paperback book) Macmillan of Canada Ltd., 1972. Pupil's Text $3.90*. Teacher's Guide $2.30*.

This book attempts to assist students in developing a model for any area study. The model consists of basic inquiry in each of the major social sciences. The model is then used in examining the following in Latin America: natural environment, culture and economy, land of Mexico, Mexico's past, Mexico today, Peru and its problems, and Latin America and the world. All of the above is related to discovery of major problems of the area and solution. Reading level is very simple for most Grade 9 students. The book is well illustrated.

Latin American World P. Thomas (Paperback book) Holt, Rinehart and Winston, 1974, $6.00*.

* Based on 1974 costs. Prices subject to change.

This text looks at the world of Latin America, by dividing it into 4 areas: Middle America and Caribbean, Brazil, Lands of the Rio de la Plata, and Andean Countries. For each area, the text describes the geography, agricultural and industrial development and the people and their life styles. The material is current and very well illustrated. Questions follow each selection. Reading level is average for most Grade 9 students.

Our Man-Made Environment Series The Process of Choice, Alan Levy/S. Geissbuhler (Paperback book) General Publishing Co., 1973, $11.00*.

The Process of Choice is made-up of 4 units and an introduction, each bound individually. The prime value of these booklets lie in making the complex, problem-solving process clear and comprehensible and immediate to the student's frame of reference. Content centers on the urban environment and how it can be made more esthetically functional. Reading level is very low for the Grade 9 student and for that reason, may be more suited for Grade 7. However, topically, it fits the Grade 9 program. Active student involvement is demanded by the booklets as each page either requires responses or reading. It has an attractive "now" appearance.

Oxford Social Geographies M. Simons (Paperback book) Book I - Poverty and Wealth In Cities An Villages. Oxford University Press, 1972, $3.50*.

This book is useful for probing the concept of poverty and how it is related to urban and rural life. Two questions are used to introduce the book: "How can we measure wealth and poverty?" and "What are the main differences between life in towns and life in country districts?" Specific studies are made in Ghana, Kenya, North India, South America, and Australia. Contents are illustrated with black and white pictures, graphs, maps and news articles. The book is highly readable.

People An The City Series (Paperback book) Larry Cuban/Philip Roden. Buyers Beware: Housing Conflicts: Speaking Up: Moving In: Crime and Safety· Getting Jobs: Can Earth Survive: You've Been Arrested: Who Needs School· Struggle for Change; Who Governs; Getting Around: Scott Foresman and Company, 1972, $1.15* for Paperback books, $1.30* Teacher Tactics.

The series is presented with many relevant pictures and artist sketches. Graphs are included when applicable. Each book contains readings from magazines, books and newspapers. Pamphlets are 48 pages each, divided into 3 or 4 sections. Skill building is a noted feature of the series. Reading is average to below average. The series provides information for working on the issue: "By what means and to what extent can the individual and the group influence decision making?".

* Based on 1974 costs. Prices subject to change.

People In A Changing World Series (Paperback book) C. Oliver/R. Sobel. People And Geography ($3.56*); People And Their Cultures ($2.46*) People And Their Economic Systems ($2.80*); People And Their Political Systems ($2.86*): Teacher's Manual (for above) ($1.66*). Doubleday Canada Ltd., 1973.

People in a changing world is a modular social science series useful for reference to the major concepts in each construct. The series is visually appealing. A variety of maps, charts, cartoons, and pictures has been used. Each book has a glossary of social science terms. There is little opportunity for interdisciplinary problem-solving and examining value issues. However, the series could be used in part when there was need for clarification of concepts such as communism and socialism. Reading level should be suitable for most Grade 9 students.

1. People And Geography examines the construct of geography focusing on the use and conservation of resources.
2. People And Their Cultures utilizes the construct of anthropology and sociology to examine life in non-industrial society in contrast to life in industrial nations. The issue of assimilation or conflict is examined.
3. People And Their Economic Systems assists students in understanding concepts and generalizations associated with the economic construct.
4. People And Their Political Systems focuses on the search for order. Theories of government, including communism are explained well and the world struggle between democracy and totalitarianism is examined.

The People Make A Nation Series Race, Poverty And Youth, M.W. Sandler et al (Paperback book) Macmillan Publishing Co., 1971, $3.50*.

This book features primary and secondary source readings connected by the authors' background narratives. Each unit includes inquiry skill exercises involving the use of source readings, paintings, photographs and charts. Opportunities for problem-solving skills such as hypothesizing are present. Reading level is suitable for the average Grade 9 student.

People Of The World Scott Foresman Spectra Program: Mexico, Soviet Union, Larry Cuban et al, (Paperback book) Scott Foresman & Co. 1973, $2.30* Each.

A series of cultural studies, the thrust is to interest students in people of other nations, their ways of living, and their attitutdes. Books are largely about the current scene. Each consists of 7 chapters as follows: The Setting, Workers, Family and Education, Religion, Government, Conflict and close-ups of People. Attractive in general appearance, the series has many high quality pictures and illustrations. Reading level is approximately below average for most Grade 9 students.

* Based on 1974 costs. Prices subject to change.

Problems Of American Society Series (Paperback book) G. Leinwand (Editor) Poverty And The Poor; The Traffic Jam; The Slums; The City As A Community; Minorities All; Governing The City; Hunger; Simon & Schuster of Canada, 1969-1972. $.75* Each.

Each book is divided into two parts: Part 1 provides background material which analyzes the problem and discusses diverse solutions. Part 2 includes at least 15 provocative and controversial readings to spark inquiry. Questions for discussion follow each selection. Some articles may be too controversial for some students to handle without preparation. Reading level is average to above average. U.S. setting.

1. Poverty And The Poor examines the problem and challenge of poverty. It includes selected readings written by a variety of intellectuals expressing personal views on the topic.
2. The Traffic Jam examines the urban problem of transportation.
3. The Slums inquires into the development of slum areas and the problems inherent.
4. The City As A Community defines important characteristics of the city and examines some major problems.
5. Minorities All presents data on the development of the American urban melting pot and the unique cultures that have maintained their identity.
6. Governing The City discuss the role of government and urban planning in creating and resolving major urban problems.
7. Hunger examines the relationship between poverty and hunger historically and today.

Public Issues Series American Education Publication (Paperback book) 20th Century Russia, D. Oliver/F. Newman. Xerox Education Publications, 1972, $.55* Each.

This book explores the role of individuals in changing a peasant society into a modern industrial state. The issue: "To what extent should the individual sacrifice his individuality in the interest of group progress?" is examined through case studies, such as conflict between peasant and official during collectivization. Reading level is average to above average for Grade 9 students.

Regions Of Our World Series (Paperback book) Latin America, Soviet Union, L.J. Pauline, General Editor, Oxford Book Co., 1971, $1.84* Each, $.52* Teacher's Guide.

Organized in multi-disciplinary fashion, this book is fairly conventional in style. Language is simple and direct. Periodic inclusion of eyewitness reports provides useful case studies for valuing. Exercise materials and class discussion questions are included. The series can furnish fairly sound data for in-depth studies, but it is limited in so far as problem-solving data are concerned. Reading level is average to below average for most Grade 9 students.

* Based on 1974 costs. Prices subject to change.

The Social Sciences Concepts and Values Series, Center For The Study Of Instruction (Paperback book) Man's Attitudes; Man As Group Member: Man In Groups; Harcourt, Brace, Jovanovich, Inc. 1972, List Price, $2.60*.

This series, written specifically for Junior High, consists of 2 hardbound volumes, Sources Of Identity and Settings For Change which may be purchased as 12 separate paperbound units. (Only 4 of the 12 are listed here). Not all portions of the series is pertinent to the Alberta curriculum and there is an obvious American point of view. Each unit (or paperback) is devoted to the study of one of the social science constructs. However, the series provides opportunities for students to develop inquiry skills, **and to examine their personal value systems. The series is well illustrated with color pictures.**
Reading is of average to below average difficulty.

1. Man As Policy Maker develops political science concepts around patterns of decision and of influence.
2. Man's Governments examines the issues of limits to power and crisis and governmental response.
3. Man As Producer develops economic concepts around patterns of technology and choice.
4. Man's Economic World examines issues surrounding international and national economic goals.

These 4 units provide examples for comparison of systems such as U.S.S.R., Nazi Germany and U.S.

The Third World Series Latin America, P. Evanson (Paperback book) Pendulum Press, 1973, $1.45*.

This series puts emphasis on current issues such as economic development, minority problems, and interaction of traditional and modern ways of life. Each book includes questions for class discussion, photographs, maps, annotated bibliographies, and an index. The series, in general, has an American point of view.

1. Latin America analyzes the current crisis of continuity and change in Latin America. It describes the efforts of various governmental and private programs, and examines reform and revolution as past and present approaches for effecting improvements.

Useful for inquiry in interdisciplinary content. This book is of average reading difficulty for Grade 9 students.

World Studies Inquiry Series by Gross & Michaelis, Latin America, A. Jamieson, (Paperback book), Field Educational Publications, 1969, Student's Edition $2.60*, Teacher's Manual $1.00*.

This book is organized around 5 conceptual themes: geographic considerations; traditional patterns of culture; changing cultural patterns; people and thought; problems and promises. The book contains 25 individual studies investigating these 5 themes. Reading level is far below average. Many articles are rewritten from primary source material.

* Based on 1974 costs. Prices subject to change.

GRADE IX FILMS, KITS, SIMULATION GAMES, MULTI-MEDIA RESOURCES

Iron Curtain Lands (Post Stalin Period) 16 mm film, Grover Film Productions, 18 minutes, $200.00*.

This film provides a survey of Communist society. Topics include: peasant life and collective farming, city life - buying and selling at consumer levels, Russian technology and social goals, communist organization at work, slum clearance, freedom and controls in Soviet society, and State Communism as a political force and a religion. Technical quality is similar to the film The Soviet Union - An Introduction.

Metro Government (Simulation) Canadian Social Sciences Services, 1973, $25.00*

Metro Government is a set of 5 simulation games, each game teaching some aspect of the workings of city government. Metro Government is designed to show how an alderman works, including how he depends upon the interests of the people in his ward. In this set of simulation games each student takes the role of an alderman and meets as a city council to make decisions on a series of civic issues, such as zoning, annexation, provision for parks and recreation, rapid transit, urban renewal, public housing, pollution control and public funding for a sports and convention center. The simulation is especially suitable for use in working on the issue: "How can the quality of urban life be improved?" Reading level is appropriate for Grade 9 students. Teacher's guide is included.

Poverty: Living In The Other America (Filmstrips & Cassettes) Audio-Visual Narrative Arts, 1972, Set with Cassettes, $64.35*. Set with Records $57.75*.

This set of 3 color filmstrips and 3 cassettes or 3 records with teacher's manual examines poverty in America. Part 1 identifies the groups making up the poverty segment of the population: Part 2 explores the sociological reasons for poverty: and Part 3 discusses the various laws which have been passed in the United States to deal with it. The teacher's guide has pertinent questions for each part.

The Soviet Union: An Introduction (16 mm film) Grover Film Productions, $200.00*.

This film, 18 minutes in length and in color, provides a general introduction to the Soviet Union. Topics covered in the film are organized

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around the social science disciplines. Some topics include: size, vast Eurasian Plain, effects of Plain on history of the country and people, importance of rivers and harbors, agriculture and the problems of raising enough food, growth of industrialization, effects on rearing of children, cultural contributions.
All of the color scenes were shot in summer and are current. Black and white scenes were shot before communist control. None of the action was staged. All music and sounds were recorded in Russia.

The Scholastic World Cultures Program (Multi-media kit) Latin America, Soviet Union And Eastern Europe. Scholastic Book Services, 1972-1973, Student Text $1.35*; Additional Teaching Guides $1.00*: Sound Filmstrip: Record $12.50*; Sound Filmstrip: Cassette $14.50*; World Culture Laboratory $7.50*; Poster Set $2.25*.

Each kit may be purchased including any number of the above components. The program is interdisciplinary providing background information on the particular area of study. It was designed for Junior High use with a view to providing a people-centered, high interest study. The program has an American perspective.

1. Latin America presents a diverse view from what many North Americans think. An attempt is made to show how different Latin Americans are. In-depth material is presented on Mexico, Brazil, Argentina, Uruguay, Chile, Peru.
2. The Soviet Union And Eastern Europe examines the geographic immensity and diversity of the U.S.S.R. Communism is studied as is changing technologies and life-styles.

* Based on 1974 costs. Prices subject to change.

CANADIAN STUDIES

(For possible use in one-third time section of the Junior High Program)

Canada: This Land Of Ours W. Wiley (Paperback book) Ginn and Company, 1970, Student's Book $5.25*, Teacher's Manual $3.85*.

This book presents a sequential development of geographical skills and concepts as it examines Canada's 7 geographical regions. It is accompanied by a teacher's manual, which discusses objectives, methods, materials and other ideas. Students' Laboratory Exercises and the Ginn Studies of Canada booklets may also be used to complement this book. The book is of average reading difficulty for most Junior High students.

The Canadian Diary (1862-1872) R.G. Tennant (Paperback book) Encyclopedia Britannica Pub., 1972, $16.50*.

This book consists of news articles and engravings taken from 3 newspapers during the 10 year period before and after Confederation. These original documents are useful for developing inquiry skills in history. Reading level is above average for most Junior High students.

Collier-Macmillan History Program (Paperback Series) The Discoveries (1972) ($1.40*); Pioneers Life In Upper Canada (1972) ($1.40*): Builders Of The West (1971) ($1.40*); The Changing People (1971) ($1.40*): Eskimos Of Canada (1971) ($1.40*): The Fur Trade (1971) ($1.40*); New France (1971) ($1.40*); Two Streaks Of Rust: The Building Of The C.P.R. (1974) ($1.50*); The Great Depression (1974) ($1.50*). Collier-Macmillan Canada Ltd.

This series is based on the application of inductive methods to Canadian History. Each book provides a combination of questions, documents, illustrations and brief articles. Although all books are self-contained, they may be used as an integrated series. Reading level is not difficult for most grade 7 students.

Early Days In Upper Canada D.M. Williams (Paperback book) Gage Educational Publishing, 1972, Student Booklet $1.65*; Teacher's Guide $.75*; package of 10 including Teacher's Guide $15.50*.

This booklet contains copies of original documents covering the period of 1790-1840. Emphasis is placed on the development of student research

* Based on 1974 costs. Prices subject to change.

skills. The study examines the stereotype of the "pioneer in the backwoods" extending student awareness of the actual rapid change and growth in Upper Canada. Reading level is above average for many Junior High students.

Exploring Canada Through Maps (Skills Kit) Oxford University Press, 1971, $35.00*.

Although emphasizing map reading skills, the objectives of the kit also include knowledge about Canadian geography and history. (Canadian geography and history provide the content vehicle for skill development). The kit consists of the following: 52 activities on separate skill cards. The cards are arranged in sequence of difficulty around 8 topics i.e. special map reading skills such as "identifying shape", with 6 or 7 activities within each topic. There are multiple copies of each card· 20 slides (35 mm) in black and white: teacher's handbook which analyzes each of the major skills, gives suggestions for use, and recommends ways for evaluating progress in learning. An answer guide provides a range of specific and possible answers to questions on the skill cards. The kit was designed for Junior High students.

Ginn Studies In Canadian History (Paperback book) The Voyageurs; Colonists at Port Royal; Nomads of the Shield· The Fur Fort; Seafaring Warriors of the West: Battle at Quebec: 1759; Caleb Seaman: A Loyalist: Life at Red River 1830-1860; The Seigneury of Longueuil; Hunters of the Plains: Assiniboine Indians; Soldier at Quebec: 1759; Ste. Marie Among the Hurons; Fort York; Spy at Quebec: 1759; The Timber Trade: Shipbuilding in the Martimes; Treaties and Promises: Ellen Elliott: A Pioneer; Early Railroads in Canada. Ginn & Co., 1970-1974, package of 5 $5.00* (Each title).

This series could provide the basis for a study of Canadian history. It emphasizes the use of documents, full color photographs of artifacts, historical sites, people and excerpts from original sources. The narrative frequently incorporates probing questions, while a special section in each study offers further suggestions and sources for research. Reading level is high for most average Grade 8 students.

A Guide To Understanding Canada (Paperback book) J. Peters, Guiness Publishing Ltd., 1968, $5.65*.

A regional approach is used to bring students to an understanding of Canada's geography. A variety of maps, graphs, and illustrations is included to help answer the "discovery" type problems. The material is organized according to difficulty, allowing for a wide range of student abilities. Utilizing generalizations (from the geography construct) discovered in one region, the student is guided to apply them to another region. Illustrations are of good quality and in sufficient quantity to make the book visually appealing. Reading level appears to be most suitable for Grade 7 students.

* Based on 1974 costs. Prices subject to change.

It's The Family Way (Paperback book) Max Braithwaite, The Book Society of Canada, 1973, $3.25*.

Numerous case studies are presented with many suggestions for inquiry. The book's prime value lies in its in-depth study of the role of the family in today's society. The Canadian family in the past and in the future is also examined. Humorous anecdotes and cartoons make this book light reading. Reading skill level should be average for most Grade 9 students.

Montreal 1850-1870 (Paperback book) D.M. Williams, Gage Educational Publishing, 1971, Student Booklet $1.65*; Teacher's Guide $.75*· package of 10 including Teacher's Guide $15.50*.

This is a source book of original documents for the above average Junior High student. It places emphasis on development of research skills of historical and social inquiry. It contains documents, engravings and excerpts from newspapers. It would be very useful for an in-depth study of urban life in early Canada or as a means of launching a study on Canadian cities.

Now Is Tommorow Series—On The Job, E.S. Taylor (Paperback book) Bellhaven House Ltd., 1973, $3.90*.

This book attempts to familiarize students with the working world in Canada. Such topics as social insurance, methods of payment, wage deductions, fringe benefits, Workmen's Compensation: "What to do if you lose your job" and job training are discussed. The book is presented in a light manner with many comicstrip illustrations and lettering. Reading level is fairly high for Grade 7. The book may be most suitable for Grade 9 students.

Nelson Canadian Studies Series Watson/Walters (Paperback books) Canada: Land Of Immigrants; Canadian Patterns Of Settlement; The Arctic: Canada's Last Frontier; Life In New France. Thomas Nelson & Sons Ltd., 1973, $1.50* Each.

Each title contains high quality illustrations in quantities that are more than adequate. The series provides an excellent tool for inquiry into Canada's history. Reading level is suitable for Junior High students.

One Hundred Years In The R.C.M.P. Saddle F.S. Spalding (Paperback book) Grays Publishing Ltd., 1972, $4.95*.

This book is a humorous, light hearted examination of the history of the R.C.M.P. done up in cartoons and anecdotes. Of average reading level, it could be used to motivate students in a study of the R.C.M.P.

* Based on 1974 costs. Prices subject to change.

Paddles And Wheels/Everyday Life and Travel in Canada (Paperback book) L.M. Grayson/J.P. Grayson. Oxford University Press, 1974, $3.95*.

This book is an in-depth study of transportation in Canada and how it relates to Canadian geography and history. Chapter headings include Canoes and Snowshoes, Sleighs and Rafts, and Horses and Coaches. The book is illustrated with black and white photographs and diagrams. Paragraphs from primary source data highlight portions of the book. Most of the data and examples come from Eastern Canada. Reading level is average for most Grade 8 students.

Postage Stamps Tell Canada's Story (Filmstrip and Record Kit) 1973, Cinemedia Ltd., $49.00*.

Primarily historically oriented, postage stamps are used to analyze Canada's past. The kit contains 2 records and 4 filmstrips divided into 4 topics: Introducing the Postage Stamp; Shaping the Canadian Nation; Canada and its Provinces; Canada: People and Environment. Generalizations about Canada are drawn from history and geography.

The Prime Ministers Of Canada (Picture Set) J.M. Dent & Sons, 1974, $15.00*.

A portfolio of 15 full color lithographs based on the original portraits of the prime ministers make up this set. Biographical sketches are written in English and French on the back of each portrait. This portfolio may be helpful in analyzing the role of individuals in Canadian history.

* Based on 1974 costs. Prices subject to change.

SOCIAL STUDIES X - CANADIAN PROBLEMS

BOOKS

American Investment: Development or Domination? Guenther, V.S., Toronto: J.M. Dent, 1971, $2.00*.

This book is a collection of authoritative, relevant, and conflicting views on the subject of American investment in Canada. Its purpose is to encourage the student to question, to judge, and to substantiate his opinions with evidence. It outlines the problem, sets the historical background, outlines the reasons for foreign investment, surveys the benefits and dangers of American investment, looks at the policy of the Canadian government, and offers some solutions. The reading level is directed at the Senior High school student. This book is a sound reference for students investigating the issue of economic nationalism.

Canada: Issues And Options. Bowles, R.P., Hanley, J.L., Hodgins, B.W. and Rawlyk, G.A. Scarborough: Prentic Hall, 1972, $2.45* Each.

This series is designed to focus on a number of current Canadian issues selected because of their relevance to Canadian teenagers. Each book examines a complex problem by the use of contemporary and historical materials. These sources, which are primary and secondary, include different viewpoints on each issue. The material is organized in a manner which enables students to look at problems from a chronological approach or from a contemporary base. Sources are briefly introduced and authors are identified. Questions designed to encourage further research are also included. Each book presents the student with information arranged to encourage the drawing of conclusions based on the skills of inquiry and the clarification of values. This series is a valuable source for both individual and group work and lends itself very well to the present Social Studies 10 course.

1. Canadiens, Canadians, and Québécois: This book examines French-English relations and raises such questions as "What do French, English and other Canadian groups think about these issues?", "Can Quebec remain in confederation and still satisfy the hopes of Québécois?", and "How has our past contributed to the present and what does the future hold?"
2. Canada and the U.S.: Continental Partners or Wary Neighbors? This volume looks at Canadian-American relations and poses such questions as "What is my attitude towards the U.S. and why?" "How much of Canada is owned by U.S. investors and, what are the implications for Canada's economy, culture, and politics?" "Does Canada have a distinct culture?" and "How has the past contributed to the present problem and what does the future hold?"

* Based on 1974 costs. Prices subject to change.

3. Protest, Violence, and Social Change. This book surveys the question of change in Canada and raises such fundamental questions as "What forms of protest are legitimated for accomplishing social change?" "Is violence an effective tool for achieving social change and is its use justifiable when other means are available?" and "Is the use of violence a phenomenon unique to the '60's and '70's.
4. The Indian: Assimilation, Integration, or Segregation? This book contains interesting documents from literature, newspapers, magazines, speeches and various statements of policy relating to the Canadian Indian. Problems encountered by the Indians are outlined and the historical background of the Canadian Indian is examined.

Canada: Profile Of A Nation. Molyneaux, J. and Jones, E. Toronto: McGraw-Hill Ryerson, 1974.

This book examines a number of important issues facing Canada. These include regionalism, farming, fishing, energy, immigration, land use, transportation, pollution, trade, and population trends. The reading level is well within the scope of most students and exercises are found throughout each chapter. The book also contains numerous charts, maps, tables, and diagrams which are based on recent information. It will be useful for examining a number of the suggested value issues.

Canada's Poor: Will They Always Be With Us? Reid, T.E. Toronto: Holt, Rinehart and Winston, 1972, $1.50*.

This book examines the meaning of poverty, the problems encountered by the poor, and possible solutions to the problem. Each article is introduced by a series of questions and contains a list of films dealing with poverty and a short bibliographic essay which surveys the available literature. This book or even parts of it could be used to introduce students to the problem of poverty.

The Canadian City. Jackson, J. Toronto: McGraw-Hill Ryerson, 1973, $6.50*.

This book suggests how to approach the physical characteristics and how to understand the spatial relationships of existing urban environments. It discusses such issues as the challenge of Canadian urbanization, the foundation and evolution of the Canadian urban problems, transportation and land use, the central business district, and the functions of a city. While the reading level is difficult, the book's diagrams, charts, and up-to-date statistics will make it a valuable reference.

Canadian Issues. Hewlitt, A. and Pearl, S. (Eds.) Toronto: MacLean Hunter, 1969 Package of 6 - $4.80*.

* Based on 1974 costs. Prices subject to change.

This series is designed to review major Canadian issues and to help students form their own responses to them. Since each booklet contains many case studies, students can be asked to look at a few or to examine all items. Each booklet is well illustrated and the articles are brief and easy to read. Each section ends with a number of questions aimed at assisting students in developing discussion, analytical, and reasoning skills. This series certainly lends itself to the Social Studies 10 program and would be very helpful for use in such areas as separatism, regional disparity, economic nationalism, and Canadian-American relations. Some of the booklets, however, need updating.

1. The Law. Peifer, C. This booklet contains material on Canadian law, historical background, criminal and civil law, common law, and statute law, drugs, the administration of law, arrest, bail, punishment law reform, and a glossary.
2. Separatism. Hewlitt, A. This booklet confronts students with a number of difficult questions: "Why have English Canadian relationships gone sour?", "Does Quebec have the right to separate?", and "What alternatives are there for the 1970's?". This booklet contains material on the FLQ crisis, the Parti Québécois, the B and B report, and Western Alienation. While much of the material is interesting, it needs to be revised in the light of events since 1969.
3. Regional Disparity. Riddell, B. This booklet looks at the causes of regionalism and examines possible solutions. Again the material is good but requires revision.
4. Economic Nationalism. Riddell, B. This booklet poses many important questions about Canada's economy including "How does American investment affect Canada?", "What choices does Canada have with regard to foreign investment?", and "What would be the effect of the curtailment or slowing of foreign investment?". The topics in the booklet include the Auto Agreement, foreign money and the community, attracting foreign capital, Reciprocity, foreign control, models for control, economic nationalism, and Americans in Canada.
5. The Permeable Border. Troper, H.M. A number of important questions underlie this booklet. Those include "How are we to develop Canadian goals when we have so much in common with the United States?", "What is to prevent American culture from becoming tomorrow's North America way of life?", "Is the path of Canadian independence from Britain leading Canada to become and American satellite?", and "How does Quebec fit in the issue of American influence in Canada?". In attempting to suggest answers to these questions, this booklet includes material on the United Empire Loyalists, the Rebellion of 1837, draft dogers, American migration to Canada, the Canadian West, the brain drain, the media, sports, and the impact of American culture.

Canadian Issues and Alternatives. Clark, R.J., Remnant, R., Patton, J. Goulson, C., and Fors, E. Toronto: MacMillan of Canada, 1974, $7.95*.

This book examines four important Canadian issues. First, how should a Canadian Prime Minister gain, maintain, and exercise power? Second, how should we cope with the question of French-English relations? Third, how

* Based on 1974 costs. Prices subject to change.

can we maintain a distinctive Canadian identity in North America? Fourth, how should our urban environment be shaped to serve human ends? Each issue is introduced and students are required to examine lively cartoons, interesting charts and diagrams, and short, thoughtful articles ranging from editorials to fiction. Guidelines for inquiry are also introduced to give guidance in examining evidence. This book clearly emphasizes the inquiry process which is explained in Part 1 of Unit 1. Students are also asked to participate in activities that emphasize valuing processes. This book is a valuable resource which lends itself very well to many of the Social Studies 10 value issues. Students will find it interesting and not difficult to read.

Canadian Political Studies Series. Riddell, B. and Lynch, J. Toronto: MacLean-Hunter, 1972, $2.50* Each.

This series is designed to permit students to examine some of the important politcal questions facing Canada in the 1970's. The articles in each booklet are aimed at High School students and are easy to read, short, and interesting. Each booklet contains some illustrations, charts, cartoons, and graphs. Each unit is completed with a few discussion questions, suggestions for further study, and a number of exercises designed to involve the student with the problem being studied. Parts of these booklets or even the whole unit can be readily used especially in connection with the value issue "Should we encourage greater participatory government in Canada?".

1. Bureaucracy. This booklet gives students an opportunity to enlarge their understanding of bureaucracy and its operations in Canada. It also asks students to make decisions about the bureaucratic process: how it functions, what decisions it makes, what criteria it uses in making these decisions, what it is like to be a bureaucrat, and the tactics that can be used to influence the decisions that bureaucrats make.
2. Issues Facing Political Parties. This booklet asks students to make decisions about political issues and to study their resolution by political parties in Canada. Students are also asked to identify current political issues and through a series of resolutions proposed by various political parties asked to identify the resolution they prefer and to select the party that best suits them. While engaged in this process, students examine data on Le Parti Acadien, Canadian-American relations, welfare reform, unemployment insurance, western alienation, and the party Québécois.
3. Urban Politics. This booklet is concerned with the issue of decision-making, with the ability of the individual to influence decisions made by elected officials, and with the means the individual has at his disposal for influencing public decisions. The situation used to illustrate these ideas is a confrontation between a development company and a group of local citizens.

Canadians And Their Society. Skeoch, A. and Smith, T. Toronto: McClelland and

* Based on 1974 costs. Prices subject to change.

Stewart, 1973, $4.95*.

This book hopes to introduce students to the social sciences. Part 1 outlines the rules of evidence used by social scientists, attempts to enable students to distinguish between the social sciences, and outlines the kinds of evidence used in the social sciences. Part 2 looks at the learning processes including the family, school, and media. Parts 3 and 4 survey the evidence social scientists have assembled concerning Canadian behaviour in learning, communities, wealth and power, and controversy and change. Each chapter contains an introduction, an identification of each item, and questions and comments. The readings are not too long and the reading level is not too difficult. The issues discussed in this booklet would be very helpful for groups engaged with such value issues as "Should we encourage the process of urbanization?" or "Should Canada move towards greater national unity?" A teacher's guide is available and is intended to provide a methodological framework in which to organize the text. Questions for the students are sequentially developed throughout the guide and are accompanied by teaching strategies, additional documents, and source references for teachers.

Challenge And Survival The History Of Canada. Herstein, H.H., Hughes, L.G., and Kirbyson, R.C. Toronto: Prentice-Hall, 1970, $6.15*.

This book hopes to destroy the idea that "history is bunk". It is not difficult to read and is well illustrated containing good maps and interesting pictures. Each section is briefly introduces and followed by a thoughtful analysis. Major ideas are illustrated by brief extracts from original sources. This book contains a lengthy bibliography and a useful index. It will serve as a sound reference for students seeking historical background for the various value issues in the Social Studies 10 course.

Contemporary Canada: Readings In Economics. Reid, T.E. (Ed.) Toronto: Holt, Rinehart and Winston, 1969, $6.00*.

This book attempts to make economics challenging and provocative by presenting an "issue-oriented" approach to economics. The issues explored in this book are poverty, automation, American investment, inflation, depression, housing, costs of separatism, pollution, credit, monopoly, foreign aid, balance of payments, communism and taxes. The reading level varies but overall it is well within the scope of all students. The articles are short and interesting. The use of bold headings, graphs, charts, pictures, and discussion questions will enable students to find important ideas. While this book can be used effectively for a number of value issues, revision would make it an even more useful tool.

Dollars And Sense: A Guide To Family Money Management. Weeres, K.W. Toronto:

* Based on 1974 costs. Prices subject to change.

McGraw-Hill Ryerson, 1970, $3.35*.

The purpose of this book is to present information about consumer purchases in a manner that students can understand. It attempts to help students answer such questions as "Should a young family buy a house?", "How much insurance is necessary?", and "How can a family properly budget its income?". It contains many charts, diagrams, and graphs. Bold headings will help students find ideas and assignments are located at the end of each chapter. While this book is a useful reference for the value issues surrounding the consumer, it is somewhat dated and should be revised.

Economics: A Search For Patterns. Millard, M.A. and Mitchell, A.K. Toronto: Gage, 1971, $6.15*.

This book surveys the Canadian economy, including Canada's national income, the basis of Canada's wealth, the Canadian population, and spending and saving. It also looks at Canadian banking, prices and exchange, international trade, and taxes. It concludes by examining the individual in the labour market, unions, and social security. It is well illustrated and headings facilitate the location of ideas. While the reading level is not difficult, the statistics need to be revised. However, it is still a sound reference.

Foreign Ownership: Villain Or Scapegoat? Reid, T.E. (Ed.) Toronto: Holt, Rinehart and Winston, 1972, $1.50*.

This book is a collection of documents concerning foreign investment in Canada. Its purpose is to provide data on this important issue, to encourage students to take a stand, and to justify their positions. The articles are not too long and the reading level varies from difficult to straightforward. A series of questions following each article is designed to lead students to its salient features. The articles include materials from the Watkin's Report, Lester Pearson, The Canadian Manufacturers' Association, Walter Gordon, Imperial Oil, James Coyne, the Waffle Resolution, and the Liberal Party. These articles will be of considerable use for students working on the issue of Canadian-American relations.

Issues For The Seventies. Sheffee, N. (Ed.) Toronto: McGraw-Hill Ryerson, 1971, $2.45* Each.

This series is apparently designed to help student examine some of the crucial internal and external issues facing Canada in the 1970's. Each book is a collection of articles expressing different views on various issues. The author of each article is briefly identitied and most books contain charts, cartoons, and illustrations. While the reading level ranges from difficult to straightforward, the articles are short and interesting. This series lends itself to the Social Studies 10 course and many of the

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articles could be used to introduce the students to several of the suggested value issues. Teacher's guides are also available and contain notes for teachers, discussion of the material, suggested exercises, activities, and an annotated list of print and film materials.

1. Americanization. Innis, H. Part 1 provides sutdents with a cultural, political, and sociological overview of the Canadian-American relationship. Part 2 is concerned with the American domination of Canada's economy. Much of this section not only is concerned with resources but also is concerned with other areas such as manufacturing and recreational land. Part 3 asks what, if anything, should be done about the Americanization of Canada. This volume contains articles by such authors as Pauline Jewitt, Walter Stewart, Cy Conick, and Robert Fulford. It could be used as a reference by students or as a device to introduce students to the question of Canadian-American relations.
2. Housing. Mastsushita, R. This book asks students to consider such questions as "What is a home?", "Why do people want homes?", "Why buy a house?", "Why rent?", "What are the causes of the housing crisis?", "What are the individual's rights as the owner of real estate?", and "What is the relationship between landlord and tenant?". It includes articles by Norman Pearson, the Task Force on Housing, The Financial Post, Walter Stewart, James Lorimer, and Dr. Abraham Hoffer. This book would be helpful when looking at the value issues surrounding urbanization.
3. Canadian/Canadien. Sheffe, N. This book provides material on the historical development of French-English relations, the issue of bilingualism, biculturalism, the development of separatism, and the future of French-English relations. It includes articles by Donald Creighton, Michel Brunet, Frank Scott, and Laurier LaPierre. It should be quite useful when looking at the issues surrounding the question "Should Canada have two official languages?".
4. Environmental Quality. Sheffe, N. Part 1 attempts to encompass the general nature of the environmental issue as seen by 3 long-range thinkers: Dr. J. G. Harrar, Barry Commoner, and John Polanyi. Part 2 offers examples of environmental destruction caused by man's carelessness and contains articles by Tom Hazlitt, The Globe and Mail, The Economist, and Barbara J. Culliton. Part 3 examines the response of industry to the problem and includes material from the Imperial Oil Review and by Henry Ford II. Part 4 surveys the concerns of individuals and groups pressing for action. Here one can find articles by Time, Ken Lefoli, and the Congressional Record. Part 5 addresses the question of pollution control costs and includes material from the Atlantic Advocate and Business Week. This book will serve as a good source when examining the consequences of urbanization.
5. Canada's Indians. Sheffe, N. This book raises such questions as "What does the white man owe the Indian?" "Why haven't Indians entered the mainstream of Canada life?" and "What does the future hold for the Canadian Indian?" It contains materials which not only examine native grievances but also outline suggestions for reform. The authors include Omir Peters, Scott Young, Fred Kennedy, Gail Bruyere, Tom Tastian, and Lorien Lind. Many of these articles could be used

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to introduce students to the value issue "Should Indian, Eskimos, and Metis of Canada be given special assistance?".

6. Justice. Sheffe, N. Part 1 attempts to provide students with an understanding of the advisary system and some appreciation of the distinctions between criminal and civil law. Parts 2 and 3 look at the criminal law and the institutions which arise from it. Parts 4, 5 and 6 examine law enforcement agencies and some of the specific problems connected with the law. The authors include F.R. Scott, John Turner, Jean-Pierre Goyer, and Guy Favreau. This book could be used as a springboard to studies of more detail, especially in the area of crime connected with urbanization.
7. Regional Disparities. Innis, H. In this book, regional disparities in the standard of living are considered to be at the core of Canada's basic problem: the lack of unity. Part 1 provides evidence of economic differences among provinces. Parts 2, 3 and 4 provide material for Canada's 3 basic regions: The West, Central Canada and the Maritimes. The authors include Arnold Edinborough, Ernest Watkins, James Eayrs, Keith Davey, and Joseph Smallwood. This book contains good material for use with the value issue "Should the endowed and more advanced regions of Canada contribute to the less developed regions of Canada?".
8. International Involvement. Innis, H. This book is concerned with Canada's role in world affairs. Part 1 traces the history of Canada's present difficulty in finding a dynamic consistant foreign policy. Part 3 looks at foreign aid, the Arctic, Viet Nam, the armed forces, and foreign strategy. The authors include Kenneth McNaught, Blair Fraser, James Eayrs, Walter Stewart, and Pierre Trudeau. This book could be very helpful when examining the value issue "Should Canada 'massively' increase her foreign aid?".

Man And Society Series. Hubbard, K., Sproul, W., and Thompson, N. Toronto: MacLean-Hunter, 1972, package of 6 $4.80*.

This series intends to examine a number of important contemporary Canadian social issues. Each booklet contains a number of sections dealing with a particular social problem. Within these sections an introduction is provided, questions for discussion outlined, and suggestions for further study listed. The readings are concise, interesting, and not difficult to read and should promote considerable class discussion.

1. Crime In Canada. This booklet investigates the causes of crime, examines the purposes of law, looks at case studies of various kinds of crime, and examines various techniques used to deal with the problem of crime.
2. The Family. This booklet is intended to encourage students to investigate the changes in society that are affecting the family, some of the problems the family faces, and the ways the family has adapted. It includes readings on mobility, the city, authority, the working mother, the single family parent, the aged, leisure, education, new directions for the family, and the nuclear family.
3. The Future. This booklet presents students with a number of different

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possibilities for the future. It examines such areas as technology, computers, life-styles, the population bomb as related to Canada, genetic engineering, parapsychology, the problem of food supply, transportation, and the exploration of space.

4. Minority Groups. This booklet examines a number of questions related to minority groups: "Why have these groups chosen to live in Canada?", "What expectations do these people have about life in Canada?", "What problems of adjustment have they met?", "Why have some immigrants left Canada?" and "How has Canadian society at large reacted to these newcomers?".
5. Poverty. This booklet presents students with two dilemmas to try to resolve to their own satisfaction. First, are people poor because they are lazy and unwilling to work or are there outside circumstances that force them to be poor? Second, should we ignore these people or help them? In examining these questions the booklet presents material on defining proverty, Indian poverty, regional poverty, poverty and pride, education, and what is being done about poverty.
6. Punishment And Rehabilitation. This booklet raises some important questions about prisons: "How do we treat those who break laws?", "Why do we treat them this way?", and "Are there more effective ways of treating them?". To help students answer these questions, the booklet offers data on young offenders, drug offences, preventive detention, federal prisons, guard training programs, rehabilitation, the lash, capital punishment, and prison riots.
7. Students And Schools. This booklet investigates various aspects of school life. Each is looked at from the viewpoint of students, parents, and teachers. It hopes that students will then develop their own views about what the school should accomplish. In attempting to achieve this goal, the booklet contains material on what students should learn, students' rights, dress rules, the teacher, should parents run the school, success, failure, and punishment, inner city schools, costs of education, and alternate schools.
8. Women in Society. This booklet examines some of the factors responsible for the new direction of women in society and the new opportunities for self expression they will face in the areas of eduction, the double standard, marriage, family and work, politics, and women in the future.

The Original People. Surtees, R.J. Toronto: Holt, Rinehart and Winston, 1971, $2.95*.

This book hopes to trace the evolution of the Indian from the protector of the early explorers to the protégé of the Indian Affairs Branch. Each chapter consists of an introduction, a series of documents, a number of questions, and a list of references. The documents are short, interesting and easy to read. There are also many illustrations and a few maps. The content includes the North American, Friend, Foe, and Ally, the Indian Becomes a Protégé, Indian Lands and Treaties, the Indian Act, and What of Today. This book could serve as a reference or be used to introduce students to the value issue "Should the Indians of Canada be given special assistance?"

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The Other Canadians: Profiles of Six Minorities. Davis, M. and Krauter, J.F. Toronto: Methuen, 1971, $3.25*.

This book examines the social conditions and political problems of 6 Canadian groups: Indians, Eskimos, Negroes, Chinese, Japanese, Doukhobors, and Hutterites. The book devotes a chapter to each group and each chapter proceeds from general information (population size, geographical location, leadership structure) to specific socio-political problems (immigration, housing, voting, employment, land purchase) and then to some cross-national or evaluative assessments. It contains many pictures and some charts. The reading level is not easy; however, the book could be utilized as a good reference for students working on minorities.

Toronto: A Photo Study Of Urban Development. Vass, B. Toronto: McGraw-Hill Ryerson, 1971, $2.60*.

This book is designed as a resource book for urban environmental studies. A major feature of this book is the pairing of photographs taken from the early 1950's to 1970. Observation points and questions are provided as aids to the interpretation of the photographs and as a guide to further study. The book's contents include central business district, the Younge Street corridor, land use, residential areas, shopping plazas, transportation, urban problems, and planning for the future. Much of this material could be used to stimulate considerable discussion and many of the ideas and concepts developed in the study of Toronto could be applied to western cities. The reading level is straightforward.

Urban Problems: A Canadian Reader. Krueger, R.R. and Bryfogle, R.C. (Eds.) Toronto: Holt, Rinehart and Winston, 1971, $5.95*.

The purpose of this book is to provide resource material for courses on urban geography, urban problems, and environment planning. This book is not intended as a textbook nor does it cover all urban problems. Psychological and sociological problems are not discussed. The range of materials includes newspaper editorials and items, unpublished speeches, articles from professional journals, and papers written especially for this book. The content includes the nature of the city, human values, historical perspectives, the urban challenge, urban poverty, urban renewal, ownership of land, urban transportation, pollution planning, urban sprawl, urban government, and future prospectives. The articles vary in length and complexity but each section is followed by questions for discussion and suggestions for readings. The book is well illustrated and major ideas are indicated by bold headings. An annotated bibliography can be found at the back of the book. Some of the authors are Arnold Edinborough, Constantinos Doxiadis, Lewis Mumford, James Reston, Norman Pearson, Sid Buckwold, and Herman Kahn. Many of these articles could be used to stimulate interest in a number of the value issues connected with urbanization.

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Urban Prospects. Wolforth, J. and Leigh, R. Toronto: McClelland and Stewart, 1971, $2.80*.

This book hopes to increase the student's understanding of the causes of the rapid growth of Canadian cities, the function of cities, the internal form of cities, how people live in cities, and the problems of cities. It raises such questions as "Will urban problems get worse?", "Can we still make plans for our cities or are they out of control?", and "Can we create more efficient, attractive, and liveable cities?". The book contains numerous charts, tables, diagrams, and pictures. The reading level is challenging but the brevity of each section, bold headings, and review questions aid considerably in overcoming this difficulty. This book could serve as a valuable reference for students or sections could be used to introduce students to the study of cities.

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SOCIAL STUDIES X

FILMS, KITS, SIMULATIONS MULTI-MEDIA RESOURCES

The Ballad of Crowfoot (Film) National Film Board, 1968, 10 minutes, black and white, 16 mm.

Through illustrations and photographs, this film recalls some of the tragic incidents where the Indian people suffered from the coming of the white man. It was produced by a crew of Canadian Indians. This film will introduce students to an Indian interpretation of the history of the last 100 years and will help them look (from a different perspective) at the value issue, "Should the Indians of Canada be given special assistance?".

Canada's Water - For Sale? (Film) Canadian Broadcasting Corporation, 1972, 55 minutes, color, 16 mm.

This film deals with the question of diverting Canadian water to American markets. Canada possesses abundant supplies of fresh water and demand is growing in the United States, particularly in Southern California. This film outlines proposed schemes for diverting water to the United States and considers the political and economic implications of the sale of Canadian water. It will be a useful introduction to Canadian-American relations.

Canadian Studies Clipping File (Microfiche) Commonwealth Microfilm, 1973, 884 Microfiche, $442.00*.

This package includes 213 subject headings on 884 microfiche from the Edmonton Journal and Calgary Herald clipping file libraries. This package was developed by teachers at James Fowler High School in Calgary and is designed to compliment the Social Studies 10 course. This material lends itself very well to individual research and hence to the one-third time allotment based on student interest. Students can quickly locate material from the Journal and the Herald on topics such as juvenile delinquency, Indian problems, capital punishment, censorship, organized crime, drugs, penal reform, poverty, and separatism. Since the microfiche are updated every year, teachers are saved the task of maintaining clipping files on current issues. The collection can be purchased in its entirety or on and individual basis.

Caucus. (Simulation) Van Nostrand Reinhold Ltd., 1971, 30 Party Handbooks,

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Identification Badges, 4 Control Manuals, and 2 Directors' Manuals, $50.00*.

Caucus is a Candian political simulation. It can be played by 35 players in 4 or 5–45 minute periods. It attempts to show a political party at work, not in the House of Commons, but in caucus. Each player assumes the role of an MP from a particular region in Canada. When the game begins, the caucus is about to meet for a special session. Following a sudden windfall in revenue, the Prime Minster asks his party for suggestions on spending the money. Certain members from each region have submitted proposals which are designed to benefit either a particular region or the nation at large. Since the total expenses envisioned by all the proposals far exceeds the funds available, the party has to approve certain proposals and reject others. To encourage meaningful discussion and negotiations in the selection process, regional meetings, free discussion periods and formal caucus sessions are provided. The teacher's guide contains a list of objectives, instructions, suggestions for follow up, and a note on background reading. Students will enjoy Caucus and it will serve as a good introduction to the question of regionalism.

The Things I Cannot Change (Film) National Film Board, 1970, 55 minutes, black and white, 16 mm.

This powerful film is a look at a family in trouble. There is trouble with the police, the begging for bread at the convent, the birth of another child, and the father who cannot really fathom his predicament. This is anatomy of poverty done by a film crew that spent several weeks with this Montreal family. It is a very effective film and can be used to introduce students to the question of poverty.

Urban Profile Series (Slides) Canadian Association of Geographers, Education Committee, 1974, 60 color Slides, Maps, Information Packet and Manual $15.00*.

The purpose of this series is to provide slide sets for secondary schools at inexpensive prices. Each set contains 20 slides and a guide describing the slides and explaining the concepts behind them. In addition supplementary materials which have been supplied free or purchased from federal or provincial agencies are included. These slides will be useful when introducing the value issues surrounding urbanization.

1. Montreal: Transport Centre. Slack, B. The theme of this slide set is the role of transportation in the development of the Montreal metropolis. This set includes 20 slides, a guide, and an information packet on the harbour.
2. Hamilton, Steel City. Forrester, J. These slides focus on the development of Hamilton's industry and related problems. It includes 20 slides, a descriptive guide, a colored booklet on Hamilton, and 14 data sheets extracted from planning reports.
3. Halifax: Chaning Waterfront Uses. Oickle, G. and Wolforth, J. This set concentrates on the central part of Halifax and, in particular, its waterfront. It includes 20 slides, a guide with discussion

* Based on 1974 costs. Prices subject to change.

questions, a part directory, and a land use map.

The World Of One In Five National Film Board, 1968, 27 minutes, black and white, 16 mm.

This looks at the fifth of Canadians who live at the subsistence level where street is home, where poor shelter, food, schools, and health are commonplace. Children, old people, the sick and the drifter are caught in it. This brief but strong film can be used as an effective introduction to the problem of poverty in Canada.

* Based on 1974 costs. Prices subject to change.

SOCIAL STUDIES XX - WORLD PROBLEMS

BOOKS

Area Studies Unit Books Edu-media, Kitchener: Edu-media, 1971, $.50* a copy.

These easy-to-read booklets provide students with information on the economic, social, and political systems of countries from the major regions of the world. They also include material on the land, people, and institutions of each region. Each booklet is well illustrated with numerous pictures, charts, maps, and graphs. Lists of discussion questions are provided. They could be used as case studies to examine the demographic revolution, poverty, and the revolution of raising expectations.

1. Africa. Emerging Nations Below The Sahara This booklet not only looks at the land, people, and government of the nations of central Africa but also examines the problems facing these emerging nations.
2. Southeast Asia. This booklet provides students with data on the history, ethnic, origin, and geography of Viet Nam, Laos, Cambodia, Burma, Thailand, Malaysia, Indonesia, and the Philippines.
3. British Isles. This booklet describes Britain's industry, agriculture, trade problems, immigration difficulties, and her relations with Europe.
4. China. This booklet looks at China's land, people, and government. It looks at her problems in food production and examines her totalitarian institutions.
5. Eastern Europe. This booklet examines the future of the nations of Eastern Europe, looks at their ties to the U.S.S.R., and studies the degree of freedom existing in these nations.
6. India And Pakistan. This booklet contains information on how population, famine, and culture barriers impede efforts to modernize these nations.
7. Japan. This book studies Japan's lack of resources and her energetic response.
8. Middle East. This booklet looks at the struggle between the Arabs and Israelis.
9. Western Europe. This booklet surveys the changes taking place in Europe with emphasis on the Common Market.

Curriculum Resource Series. Cottingham, M.E. (Ed.) Toronto: McClelland and Stewart, 1972, $2.10* Each.

The purpose of this series is to stimulate independent thinking by confronting the student with basic subject materials such as documents, maps, statistics, and sample studies. There are 3 sections to this series: The historical series, the geography series, and the modern living series. The historical series materials include documents, inscriptions, news

* Based on 1974 costa. Prices subject to change.

accounts, and letters. In the geography series, aspects of areas are analyzed by sample studies. In the modern living series, materials have been selected in order to help the student to think about problems encountered in daily life. Each chapter has a brief introduction, an identification of the author of each selection, and a series of dicussion questions. The reading level is not difficult and the selections are interesting.

1. Industrialization And Society. Walsh, G. The purpose of this book is to help students understand industrial society in the light of historical perspective. It has 3 parts. Part 1 is the eve of industrialization. Part 2, industrialization: the first phase, contains interesting selections showing the impact on society of the transition from a rural to an industrial way of life in Britain from 1770 to 1870. Part 3, industrialization, 1870 to the present, illustrates such themes as the diffusion of industrailism, the discovery of new sources of power, the effects of breakthroughs in chemistry and physics, and the rise of the Superpowers. A valuable source book.
2. Man In Industrial Society. Walsh, G. This book hopes to illuminate some of the problems facing industrial society. There are 7 parts. Part 1 and Part 2 look at the relationship of industrial man to the physical environment and to the social environment of the city. Parts 3 and 5 are concerned with the effects of machines and people's lives. Part 4 studies the problems raised by atomic power. Part 6 looks at work and leisure. Part 7 examines some goals for industrial man and how they might be achieved. A valuable book.

The Eighteenth Century: Three Studies. Creal, M. Toronto: Macmillan of Canada, 1970, Set of 10 $8.80*.

These booklets are part of the **series** the West And The World with Sydney Eisen as general editor. The general purpose of the series is to enable students to probe more deeply into an era of European or world history by examining 3 different types of material. First, an analysis of a single issue: second, a biography of a central figure: third, a collection of primary sources centered around one major problem. The 3 studies can be taught as a unit or individually. Each booklet contains questions for analysis, some illustrations, and a few maps. The reading level is not difficult and the material should stimulate good discussion of important value issues.

1. The Idea Of Progress: The Origins Of Modern Optimism. Creal, M. This booklet attempts to provide a historical perspective for the widespread factor in the achievements of modern science. It hopes to study the development of the idea of progress. It includes an overview, changing attitutdes towards series, the scientific method, eighteenth century views of man, and modern views of programs. It contains a brief bibliography, lively discussion questions and suggestions for research. It is well illustrated and the reading level is not difficult. A valuable source for examining the philosophical basis of change.
2. Voltaire: Passionate Fighter For Liberty. This booklet examines

* Based on 1974 costs. Prices subject to change.

Voltaire's personality, his career, and his achievements. A brief but sound resource for revealing the role of the individual in assisting the forces of change.

3. The Dynamics Of Revolution: France, 1789 - 1794. This booklet uses the French Revolution to address such issues as "What causes revolution?", "Do revolutions have a common pattern?", and "How does the individual react in a revolution?". This booklet could serve as a useful instrument for an introduction to the study of the forces of change.

Europe And The Modern World. Ricker, J.C. and Saywell, J. Vancouver: Clarke, Irwin and Company, 1969, $2.25* Each.

This text, available in a single volume or separate booklets, is designed for high school students and provides a broad survey of European events from 1400 to the present. It is well illustrated with numerous cartoons, paintings, photographs, maps, charts and it has a good index. Its uncomplicated style makes it a sound resource for students with reading difficulties.

1. Medieval Europe: The Birth Of A New Civilization. This booklet quickly traces events of Europe from the fall of the Roman Empire to the end of the Middle Ages. It emphasizes the development of new methods of agriculture, new sources of power, universities, language and architecture. A useful reference for viewing the forces of change, especially, the question of immunity to change.
2. Renaissance And Reformation: The Dawn Of A New Age, 1400 - 1500. This booklet examines a historical period that saw revolutionary changes in man's view of himself, the state, religion, society, and the world. It looks at the causes and effects of the Renaissance and Reformation and then focuses on the lives of Leonardo da Vinci, Martin Luther and Ignatius Loyola. This could be very helpful when examining intellectual and cultural change.
3. The Nations Of Europe, 1500 - 1870: Conflict and Upheaval. This booklet traces the rise of the nation state from the feudal monarchies of the middle ages to 1870 when the German Empire appeared.
4. The Rise Of Modern Industry: Man And His Machines. This booklet surveys the main commercial and industrial developments of the last few centuries, and discusses the social, political, and economic consequences of these developments. For students engaged in research on technological change, this is a good reference.

Harvard Social Studies Project: Public Issues Series. Oliver, W.D. and Newman, F. Kitchener: Edu-media, 1972, $.55* Each.

The main purpose of this series is to help students analyze and discuss human dilemmas related to public issues. It is directed at average students and hopes to enable students to clarify and justify their positions on public issues. Each booklet contains a number of highly interesting readings followed by a series of provocative questions. They are designed

* Based on 1974 costs. Prices subject to change.

to enable students sharpen their discussion skills. A teacher's guide is available and contains suggestions on how to get maximum use of the booklets. These booklets use American cases as illustrations.

1. Population Control: Whose Right to Live? The object of this booklet is to develop awareness of the effects of population and the development of alternate policies for dealing with it. It encourages students to address such questions as "What public policies tend to influence growth?" , and "Should some people have the right to higher population growth than others?".
2. Revolution And World Politics. This booklet deals with questions raised by national revolutions. It examines in a lively fashion such examples as Cuba, Hungary, Viet Nam, and the Middle East. It can be used to illustrate the forces of change.

The Impact Of Population Problems On Society. Fieldstaff Perspectives. New Hampshire: American Universities Fieldstaff Inc., 1972, $3.50*.

These reports are designed to give insights into the changing political, economic, and social structures of countries in Africa, Asia, Latin America, and Europe. Each author is an expert who has resided in the country of his concern for several years. These booklet are short, easy to read, full of data and include questions for discussion. They will serve as useful references for students engaged in case studies involving the revolution of rising expectations.

1. Bolivia's Population: Challenge to Development. This booklet contains a population profile of Bolivia, a brief analysis of the Bolivian economy, a survey of Bolivia's public health facilities and population program and concludes that Bolivia's main problem is population maldistribution not overpopulation.
2. Brazil: Population, Development And The Dream Of Greatness. This booklet examines Brazil's population and society attitudes towards family planning and concludes that real development will come only when effective population controls appear.
3. Japan's New Population Politics. This booklet looks at Japan's population and distribution, the population and economy, population and development and population and politics.
4. Kenya: Pioneer In African Family Planning. This booklet looks at Kenya's population distribution, population and economy, population and development, the political situation, and family planning programs.
5. Malawi's Field Full Of Folk. This booklet contains a population profile and examines the impact of Malawi's population on her economy, development, society and political systems.
6. Rising Expectations: Crisis For The Philippines. This booklet studies population distribution and movement in the Philippines and examines the effect of population growth on the Philippine economy, development, and society. It also outlines the efforts of the Philippines at population work and research.
7. Singapore: The Case For Efficiency. After looking at Singapore's population profile and the impact of population growth on the Singapore economy and political system, this booklet outlines Singapore's interesting family planning program.

* Based on 1974 costs. Prices subject to change.

8. Population Policies In Socialist Yugoslavia. This booklet outlines Yugoslavia's population distribution and movement, looks at population instability, and examines attitudes towards population control programs.
9. The United Nations System And Population Problems. This booklet traces the history of United Nations population programs and outlines recent developments in the specialized United Nations agencies.

Man On Earth Series. Gunn, A.G. (Ed.) Toronto: Oxford, 1973, $1.95* Each.

This series of booklets deals with problems confronting mankind. Each booklet contains many excellent charts, graphs, maps and pictures. Thoughtful discussion questions are found near each of these items. The simple reading level will be attractive for those students with reading problems. The series uses Canadian examples for contrast and comparison with other nations.

1. Power Blocs In Eurasia. Gunn, A.G. This booklet defines power bloc, briefly traces the history of power blocs, examines 3 world cities (London, Singapore, Tokyo), looks at the communist power bloc and considers the rise of the Arab oil states. This is a brief but effective device for examination of the process of tradition and change especially the case of Kuwait.
2. Population Pressure In Indonesia. Gunn, A.G. This booklet examines rural and urban life in Indonesia, traces the development of Indonesia from colony to nation, outlines Indonesia's population problems, and asks students to consider 3 possible solutions.
3. Problems Of Industrialization In Eurasia. Gunn, A.G. This booklet traces the develpment of industry in England, France, Germany, the U.S.S.R. and Japan. It then examines the problems of industrialization, technology, pollution and leisure.

Our Western Heritage. Roselle, D. and Young, A.P. Toronto: Ginn and Company, 1972, $9.35*.

This book is designed to provide both narrative history and opportunities for inquiry. It contains numerous maps, charts, and pictures. Review questions, suggested activities, names and terms for identification and books for further reading are found at the end of each chapter. Inquiry lessons, which include readings and thoughtful questions, are located throughout the book. The annotated edition includes a useful description of films and filmstrips designed to supplement the text. The straightforward reading level makes this book a good reference for students engaged in research on changes in Renaissance Europe, the Reformation, or the Nature of Revolution as reflected in the English and French experiences.

Population. Goldstein, E.C. (Ed.) Washington: Excotech Systems, 1972, $40.00*.

This collection of articles, gathered from newspapers, magazines, journals and government publications, is part of the Social Issues Resource

* Based on 1974 costs. Prices subject to change.

Series. The purpose of the series is to provide a continuous flow of timely resources for the teacher and student with which to apply the methods of inquiry and problem solving. This volume is in loose-leaf binder format and contains 80 articles which describe the symptoms of the population problems, examine different aspects of it and offer possible solutions. The articles are short, not difficult to read, and interesting. The list of authors include Phillip M. Hauser, Arnold Toynbee, and Paul Enrlich. Articles are also taken from such publications as Time, Newsweek, The National Review, and Christian Science Monitor. The teacher's guide contains suggested strategies and brief recommendations for evaluation.

Viewpoints In World History. Feder, B. Toronto: Van Nostrand, 1974. Student booklet $.90* Each, Teacher's Edition $1.50*, available also in one hardcover text at $9.00*.

This series of booklets is designed to help the student in his own investigation of the past, first, to form his own picture of what happened in some selected and controversial historical topics. Second, it hopes to help him learn some of the skills and techniques of the historian and the social scientist in examining current issues. Third, it hopes to encourage the student to reach his own independent but reasoned opinions. Each section examines a controversial issue and contains a time chart, an introduction, maps, cartoons, discussion questions, historical exercises, and an annotated bibliography. Every unit consists of letters, documents, poems, articles, treaties, diaries, and books. Each author is also identified. In the teacher's edition, a guide contains test items and suggestions for using each section. The reading level should be within the scope of most students. It can be used in large or small groups to promote discussion of value issues or by students doing research.

1. How Did Islamic Civilization Arise And Spread? This first section of this study examines some of the documents that discuss the origins of Islam. Part 2 is concerned with the expansion of Islam and the third section is composed of documents that testify to the nature of Islamic civilization and to some of the achievements of the Moslems. The last part examines some of the interpretations of the sources of Islamic culture and the influence of Islam on Western Europe.
2. How Did Towns And Trade Grow In Medieval Europe? This study examines the mystery surrounding the revival of trade and the growth of cities. It tries to suggest answers to such questions as "How can the growth of cities be explained?", "Why did cities grow where they did and as they did?", and "Who were the people who inhabited them?".
3. Was There Really A Renaissance? The first section of this study deals with the rise of universities in the 12th and 13th century and asks "Can the beginnings of the Renaissance be found here?". Part 2 is composed of documents that indicate how medieval men tried to find truth and asks "Was the emphasis on logic a root of Renaissance thought?". Section 3 is a collection of the views of humanist writers explaining their interest in Greece and Rome and indicating why they think their age is a Renaissance. The final section involves a look at the views

Based on 1974 costs. Prices subject to change.

of various historians concerning the meaning of the Renaissance.

4. What Were The Causes Of The Protestant Reformation? Part 1 of this section traces some of the complaints against the church that were raised before the actions of Martin Luther. The second part focuses on the immediate events that set off the Reformation. The third part deals with the Peasant's Revolt and Luther's reaction. The final part is a presentation of some of the historical interpretations of the causes and the nature of the Reformation.
5. What Forces Guided The French Revolution? The first section of this study deal with the work of the "philosophes". The second section looks at the grievances of the French people and section 3 reconstruct the major events of the French Revolution. The last section deals with the view of historians who later interpeted these events.
6. The Industrial Revolution: Tragedy Or Herald Of Social Progress? The first sections of this unit deal with some of the characteristics of the Industrial Revolution in Great Britain and with the question of why it began in Great Britain. The next sections deal with some of the effects of the Industrial Revolution in general. The last 2 sections deal with the broader questions of interpetation by historians who try to evaluate the Industrial Revolution.
7. How Did The Communists Seize Power In Russia? The unit poses such questions as "How did the revolution begin?", "Was it planned or was it spontaneous?", and "Why did the Bolsheviks come to power?".
8. Can The Earth Support Its Growing Population? This study starting with a brief survey from Malthus' work surveys the scope of the population problem. The bulk of the study is devoted to 2 problems: "How far can food production be increased?", and "Is population control the answer?".

The World's Population. Stanford, Q.H. (Ed.) Toronto: Oxford University Press, 1972, $5.95*.

The purpose of this book is to offer an organized approach to a complex subject by means of a variety of articles from periodicals and excerpts from books. It is divided into 3 parts. Part 1 contains information designed to provide the reader with information about the problems of population growth. Part 2 examines the roots of the population dilemma and Part 3 addresses the issue of solution. Part 3 considers the difficult problem of birth control, family planning, and the matter of economic growth. Each chapter begins with a brief explanation and follows with a short article by such authors as Kingsley Davis, Paul Ehrlich, and Harrison Brown. It also contains many charts, graphs, an index and a bibliography. The reading level is not too difficult and many articles could be used to illustrate the nature of the population problem.

The World Population Dilemma. Population Reference Bureau. Washington: Columbia Books, 1972, $2.00*.

* Based on 1974 costs. Prices subject to change.

This book is the third in a series prepared by the Population Reference Bureau. The first 2 books (People! and This Crowded World) were designed for use in Grades 4 to 6 and 7 to 9. The World Population Dilemma has been prepared for High School students. It hopes to present the population dilemma in a factual way and to promote a balanced discussion of the dilemma. It views such questions as what the population explosion means, the origins of the population explosion, the momentum of population growth, population in perspective, population in the U.S., and the 3 models of the future. It contains many graphs, charts, tables, and 2 useful appendices (1 on definitions and computation and the other is a World Population Data Sheet). The average reading level helps to make this book a valuable resource.

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SOCIAL STUDIES XX

FILMS, KITS, SIMULATIONS AND MULTI-MEDIA RESOURCES

Baldicer (Simulation) John Knox, 1970.
100 Tally Sheets, 25 Food Machines, 20 Natural Social Forces Cards, 20 Posters, and Teacher's Guide $25.00*.

The objective of Baldicer is that students will experience the interdependence of the world's economy. There are also learnings related to such issues as the population explosion, the unequal distribution of resources and technology, inflation, and competing styles of economic organization. While the simulation is designed for 20 players, up to 40 can easily participate. The teacher's guide contains suggestions for preparation, timing, using the simulation in action, and debriefing questions. Students find Baldicer exciting and rewarding. It will stimulate discussion of the value issue "Should the richer nations make a greater effort to assist the underdeveloped nations?".

Food: Will There Be Enough? (Filmstrip) Associated Press Special Reports, 1973. 2 Color filmstrips, 2 Cassettes and Guide $37.00*.

The purposes of these filmstrips are to create an awareness of the nature of world food problems, to introduce the causes and effects of world food shortages, and to outline agricultural programs and technical developments that offer promise for the future. The teacher's guide contains an objective test, questions for discussion, a vocabulary and suggestions for supplementary activities. The filmstrips are optimistic about the overcoming of food shortages through the development of the Green Revolution. It could be useful in showing students that the food question might be solved by the efforts of the developed and underdeveloped nations.

Future Shock (Film) McGraw Hill Films, 1972. 42 minutes, color, 16 mm.

This film is narrated by Orson Wells and is based on Alvin Toffler's best seller Future Shock. It is intended to challenge students to look into their own lives and to think about the kind of future that awareness, concern, and control can make possible. It discusses such ideas as over choice, transient society, modular homes, disposable bodies, test-tube babies, marriage, electrical stimulation, cloning, and race manipulation. This is a question film. It looks at what is happening and suggest that we must learn to perceive change to understand it and control it. This is a fascinating, provocative film and can serve as an effective device to introduce students to the idea of tradition and change.

* Based on 1974 costs. Prices subject to change.

The Industrial Revolution (Filmstrip) Educational Audio-Visual Inc., 1970. 2 Color Filmstrips, 2 Cassettes and Guide $30.00*.

In this two-part filmstrip set, paintings, drawings, prints, and cartoons of the time are interspersed with photographs of historic sites taken especially for this project. Songs and ballads from the Industrial Revolution enliven the narration. Part 1 deals with the coming of the Industrial Revolution and examines the agricultural revolution, the development of the factory system, class structure, and European foreign policy. Part 2 deals with industrialism and social change and looks at the development of heavy industry, the emergence of trade unions, and a working class consciousness. A short epilogue introduces the "Second Industrial Revolution" and the concept of the industrial revolution as a permanently ongoing process. It is intended to lead to further exploration of these topics by the students. The teacher's guide contains the text of the narration and suggested topics for discussion. These filmstrips can be used to study the forces of change especially technological forces.

Must The World Go Hungry? (Filmstrip) Current Affairs, 1974. Frames, Color, Cassette and Guide $22.00*.

This interesting filmstrip reports on the causes and effects of hunger and malnutrition, interviews leading authorities on the prospects for feeding the earth's expanding population, and examines the impact of "new foods" on the traditional diets of the underdeveloped nations. The teacher's guide contains some helpful notes, a list of suggested activities, and identifies key words and phrases. While the conclusion of the filmstrip is somewhat pessimistic, it does ask students to consider the value issue "Should the affluent nations make a greater effort in helping feed the world's hungry?".

Population Explosion (Film) National Film Board, 1971. 14 minutes, color, 16 mm.

This is an animated film depicting the demographic problems of the world. It shows that in many countries freedom from famine and disease has in turn created the new problem of more mouths to feed. The film also suggests that wealthier nations might increase all forms of aid to aid the struggling nations to create a better world. This film can be used to introduce students to the problem of the population explosion.

Redesigning Man: Science And Human Values (Filmstrip) Harper and Row, 1974. 6 Color Filmstrips, 6 Cassettes and Manuals $99.50*.

These filmstrips are concerned with recent biological developments which have brought man to the brink of a brave new world. This program

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asks students to reflect on the ethical questions raised by this biological revolution. Each filmstrip begins with a fictionalized drama that sets the stage for learning. Students are then introduced to the biological phenomena and the resultant human dilemmas. The teacher's guide contains suggested strategies, discussion questions, and topics for further research. These filmstrips will generate considerable interest and will be very helpful when examining the forces of technological change.

1. Unit 1: Part 1: Corrections And Carbon Copies. This filmstrip asks students to consider such questions as "Will human engineering destroy the family?" and "How important is the biological link between man and woman in keeping society orderly?".
   Part 2: Breeding Tomorrow's Man. This filmstrip raises such questions as "What are 'good' human traits and 'bad' ones?" and "What is the ideal human being?".
2. Unit 2: Part 1: Transplants and Implants. This filmstrip examines such questions as "How dependent is man on machine-made body parts?" and "Is it ethical to take whatever we need from the dead or near dead?".
   Part 2: Exploring Man's Mind: This filmstrip considers such issues as the use of science to control man and the source of man's humanity.
3. Unit 3: Part 1: World Of The Unborn. This filmstrip raises such fundamental questions as "Is there an inalienable right to life?" and "Should civil rights be guaranteed to the fetus?".
   Part 2: The Search For Immortality. This filmstrip confronts students with such questions as "Is death so terrible?" and "What about over-population in a world without death?".

The Russian Revolution (Filmstrip) Educational Audio-Visual Inc., 1970. 2 Color Filmstrips, 2 Cassettes and Guide $30.00*.

This filmstrip examines the Russian Revolution in detail, beginning with its historical and intellectual background and bringing the story up to the death of Lenin in 1924. The repressive institutions of Czarism and the gradual development of revolutionary thought and techniques during the 19th Century are seen as a prelude to the abortive revolution in 1905, and the revolution of 1917 in which the Bolsheviks came to power. The civil war is examined along with the measures Lenin called "War Communism" and the "New Economic Policy". This filmstrip will be useful for students engaged in work on the anatomy of revolution. The teacher's guide which is very brief does contain the narration.

Starpower (Simulation) Simile II, 1970 Kit and Teacher's Guide $25.00*.

In this game players are assigned varying shares of the world's wealth and power. They are given a chance to improve their wealth through trade, but for a time the rich nations are allowed to determine the game's rules. This game is useful for raising questions about the uses of power in a competitive world. 35 students can participate and the game can be completed in 2-40 minute periods. The teacher's guide contains clear

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directions and questions for post-game discussions.

Towards The Year 2000: Can We Survive The Future? Center for Humanities, 1972. 160 Slides, 2 Cassettes and Teacher's Guide $99.85*.

This program attempts to place in perspective the positive and negative uses of advanced technology and focuses on possible new roles for the individual in the future. Students are called upon to evaluate many opposing views of man's future. Alvin Toffler warns of the problem of coping with accumulating technology; B.F. Skinner suggests behavioral engineering: Arnold Toynbee deplores the long term effects of television and the computer; and Barry Commoner warns that we may have only a generation to save our environment. The teacher's guide contains instructions for presentation, comprehension questions, suggestions for inquiry, a vocabulary, and a bibliography. This program will stimulate considerable discussion and will serves as a useful introduction (or conclusion) to the value issue "What is relevance of change to society?".

Tradition And Change In Four Societies (Multi-media Kit) Holt, Rinehart, and Winston, 1974. Textbook, Classroom Support Unit, Teacher's Guide. Text book $7.50*. Support Unit $254.40*. Teacher's Guide $7.30*. Individual and Group Activity Kit $31.95*.

This material is an examination of change in 4 areas - West Africa, Brazil, Indian and China - analyzing in each case the traditional society, the impact of western ideas and institutions and 1 major contemporary problem, such as race relations. Many basic changes from the first edition have been made in this course. First, each text book has been redesigned to include a visual component consisting of photographs, graphs, charts, drawings, maps, and tables. Second, the reading level of the text book has been lowered. Third, a new evaluation program has been written. Fourth, an individual and group activity component has been prepared in order to individualize instruction. Finally, dilemmas designed to encourage moral development have been included. Any of these units could be used to address the problem "Have traditions and departures from traditions served to enhance the dignity of man?"

Western Man And The Modern World James, L.F. Toronto: Pergamon, 1973. Total Program $500.00*, can also be purchased in sections. Texts $6.00*, Paperbacks $3.30*.

These texts are a combination of the expository, chronological approach to history with inquiry and multi-media techniques. These books are aimed at High School students and written in a lively style. They are replete with interesting anecdotal and biographical material. This set of 5 texts is weighted toward the 20th Century and given considerable attention to non-western cultures. Each book has many illustrations, good maps and

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charts discussion questions, a general index, a map index, and a glossary of terms. A set of primary source readings and map exercises supplement each text. A series of filmstrips and cassettes can also be purchased and are designed to motivate and intrigue students.

1. Origins Of Western Civilization. This book begins with early man and concludes with an analysis of the Protestant Reformation. It tries to be selective and to deal with patterns of historical change. This volume also emphasizes the role of religion in Western development. The chapter on the Renaissance could be useful when viewing the forces of change and the chapter on the Reformation could be helpful when examining a religious issue like the individual versus institutional morality.
2. Rivalry, Reason, And Revolution. The major themes of this book are reason and revolution. The theme reason is used to show how changes in methods of thought affected science, religion and society. The theme revolution appears in several forms: the economic revolution, the French revolution, the American revolution, and the background to the Russion revolution. A sound reference for students needing resource material on revolution or the forces of change.

Zero Population Growth (Filmstrip) Current Affairs, 1974. Frames, Color, Cassette and Guide $22.00*.

The purpose of this lively filmstrip is to search out the causes of the population explosion, to report on the theory and practice for curbing population growth from the days of Malthus to the present, to examine the religious and social aspects of population control, and to assess the impact of uncontrolled population growth on standards of living. It also contains a number of interesting interviews with a representative of the Roman Catholic Church who defends the 1968 encyclica of Pope Paul VI and with a spokesman for Zero Population. The teacher's guide includes some helpful notes, suggested activities, and a list of key words and phrases. This filmstrip also presents students with the value issue "Can mankind afford to go on growing both in human and material terms, without courting disaster?".

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SOCIAL STUDIES XXX - WORLD PROBLEMS

BOOKS

The Era Of The Third Reich Granastein, J.L. Toronto: Macmillan of Canada, 1970, 10 for $8.80*.

These booklets are part of the series the West And The World with Sydney Eisen as general editor. The general purpose of the series is to enable students to probe more deeply into an era of European or world history by examining 3 different types of material. First, an analysis of a single issue; second, a biography of a central figure; third, a collection of primary sources centered around one major problem. The 3 studies can be taught as a unit or individually. Each booklet contains questions for analysis, some illustrations, and a few maps. The reading level is not difficult and the material should stimulate good discussion of important value issues.

1. Response To Disaster: Germany, France And The Great Depression. This booklet attempts a comparative study of France and Germany in order to throw light on the nature of the Great Depression and its impact on world events. It encourages students to reflect on such questions as "Will our prosperity last?", "Have we learned to avoid major economic slumps?", and "If we have another depression, how will people in different countries react?".
2. The Fuhrer: Adolph Hitler, Master Of Germany. This booklet focuses on 3 issues. First, why did Hitler come to power; second, was Hitler able to shape events by his sheer will power or was he pushed along by socio-economic forces over which he had with little control; third, an emphasis on his personality. It also enables students to grapple with such problems as "Do men yearn for authoritarian rule as an escape from the anxieties of modern Western society?", and "What guilt, if any, do all peoples bear for the horrors of the regime of any one country?".
3. Under Fire: Soldiers And Citizens In World War II. This booklet tries to give students an emotional reaction to the nature of modern war. It raises such issues as "Was the citizen of the Western World victimized by the application of modern technology to propaganda and weaponry?", and "Is man a killer by instinct or through necessity?".

Europe And The Modern World Ricker, J.C. and Saywell, S. Vancouver: Clarke Irwin, 1969, $2.25*.

This text, available in a single volume or separate booklets, is designed for High School students and provides a broad sweep of events in Europe from 1400 to the present. It is well illustrated with numerous cartoons, paintings, photographs, maps, charts, and it has a good index. Its

* Based on 1974 costs. Prices subject to change.

uncomplicated style makes it a sound resource for students with reading difficulties.

1. The Nation State On Trial: 1870 - 1945, Nationalism, Democracy, and Dictatorship. This booklet deals briefly with the events leading to World War I and more extensively with the events leading to World War II. It places a similar emphasis on World War II over World War I. It surveys the growth of democracy between 1870 and 1939 and looks at Lenin and the Russian Revolution and Hitler and the Third Reich.
2. The World Since 1945: The Crisis Of Modern Civilization. This booklet discusses the main trends of the history of the West and the Third World since 1945. It emphasizes the problems associated with the Cold War, the Wars in Asia and the Middle East, the Latin American dilemma, and poverty and political instability in the emerging nations. There is also considerable material on the causes of the Middle East conflict and on the causes of the Chinese Revolution.
3. Triumphs Of Western Civilization: This booklet emphasizes developments in literature, art, sculpture, architecture, science and music. Developments in these areas are briefly traced from 1400 to the present.

Harvard Social Studies Project: Public Issues Series. Oliver, D. and Newman, F. (Eds.) Kitchner: Edu-Media, 1972, $.55* Each.

The major purpose of this series is to help students analyze and discuss human dilemmas related to human issues. It is directed at the majority of students and hopes to enable students to clarify and justify their positions on public issues. Each booklet includes a number of stimulating readings followed by a series of provocative questions which are designed to improve discussion skills. A teacher's guide is available and contains suggestions on using the booklets.

1. The Cold War: 1945 - 1973. This booklet examines the origins of the Cold War and suggests different theories to explain the hostility. It includes material on containment, massive response, fear at home, and the roles played by Churchill, Stalin, Rosevalt, Dulles, and others. A good reference for students examining the causes of international tension.
2. New Diplomacy And International Law: Alternatives To War. This booklet examines a number of important questions: "To what extent should basic human rights be protected by international law?" "Should international courts and institutions be strengthened?", and "What can the individual do?". It uses examples from the Congo, South Africa, Cuba and Ghandi. A good resource for studying international co-operation.
3. The Limits Of War. This booklet poses such questions as "Is there a 'humane' war?" To what extent can nations be induced to respect an international 'law of war'? and "What consequences aught to follow a violation of such rules?" It has readings on establishing the limits of war, Nuremburg trials, the dropping of the atomic bomb at Hiroshima, and a scenario involving a crisis in Brazil in 1891. A good resource for examining the nature of war.
4. Nazis Germany: Social Forces and Personal Responsibility. This booklet

* Based on 1974 costs. Prices subject to change.

looks at the appeal of the Nazis, their techniques for solving social and economic problems, and also who bears responsibility for this catastrophe.

5. Organizations Among Nations. This booklet is a valuable source for looking at international co-operation. It raises such issues as "How can international organizations diminish violence?", "Are international organizations effective when they attempt global solutions?" "Are regional organizations effective?", and "To what extent should nations share their sovereignty?". It uses case studies involving the 19th Concert of Europe, the Ethiopia Crisis, the Congo, and the "Soccer" War between El Salvador and Honduras. It also contains an interesting simulation involving a crisis in Latin America in 1992. A sound resource for use when examining international co-operation.

6. 20th Century Russia: Agents Of Revolution. This unit deals with the process of revolution. It poses such questions as "Is it morally right to use violence to gain political power?", "To what extent should governments take leadership in promoting drastic change?" and "What should be the role and obligation of an individual caught in the midst of a mass revolutionary movement?" It includes readings on the causes of the revolution, the revolutions of 1905, and 1917, and and the Stalin Era.

Inside World Politics Rogers, D. and Clarke, R. Toronto: Macmillan of Canada, 1969, $5.25*.

This is a resource book designed to permit maximum flexibility in the teaching of its material. Its themes can be studied consecutively or at random. As a result it can be used as a text or as a resource. The theme of Part 1 is Men and Their Government and includes various readings on Organizing a Society, Nazis Totalitarianism, the many faces of Communism, Democracy, the Individual and Protest. Part 2 emphasizes International Affairs and looks at such issues as Canadian Foreign Policy, the Challenge of Underdeveloped Nations, the Meaning of War, Nationalism, Internationalism, and Future Prospects. There are discussion guidelines at the end of each reading, ample illustrations, very good cartoons, and cross references. Students should find the material interesting and not difficult to read. A valuable resource for individual research or teacher oriented discussion of such value issues as "Should man's loyalty be to the state or the world?" and "To what extent should an economic system emphasize individual freedom or efficiency?".

Issues For The Seventies: War Cuthbert, R. Toronto: McGraw Hill, 1971, $2.50*.

This booklet examines different outlooks on war as advanced by different persons: decision makers, philosophers, evolutionists, writers, historians and students. It raises such questions as "Who is responsible for decisions leading to war?" "Is it right or wrong to refuse to fight for one's country?" "What effect does millions of deaths have on the moral

* Based on 1974 costs. Prices subject to change.

fibre of a nation?" and "Can we avoid Armageddon?" Each part contains a series of articles and each author is briefly identified. It includes such noted authors as E.H. Carr, Aldous Huxley, Leo Tolstoy, William Shirer, and Bertrand Russell. It also has some charts and illustrations. While the reading level is not easy, the articles are short and provocative. A good resource for illustrating aspects of modern war.

The Making Of Economic Society Heilbroner, R.L. Toronto: Prentice Hall, 1970, $8.25*.

This book attempts to present some of the basic content of economics in the light of theory and history. It also aims at concentration on the rise and development of the market system. It includes material on the pre-market economy, the emergence of the market society, the industrial revolution, the impact of industrial technology, the change in market structure, the great depression, the evolution of guilded capitalism, the drift of European economic history, the underdeveloped world, and the trajectory of economic society. Each chapter is finished with a summary of the major ideas presented and study questions. The book has no diagrams but contains an index. The book is designed for the college student but some chapters might be helpful when examining the basic features of the market system.

New Viewpoints Forman, J.D. New York: Franklin Watts, 1973, $5.95* Each.

This series is designed to provide students with a simplified view of today's major political and economic ideas. The major ideas in each chapter are indicated by headings and each book contains sections which define major terms and identifies important individuals. Indexes and brief bibliographies are also found in each book.

1. Capitalism: Economic Individualism To Today's Welfare State. This book defines capitalism and traces its development from the feudal world through classical capitalism, American capitalism, and to the New Deal. It also examines capitalism in Fascist Italy and Nazi Germany. The features of the welfare state are also outlined. This could be an effective source when viewing the development of the market economy.
2. Communism: From Marx's Manifesto to 20th Century Reality. This book defines communism and outlines the growth of communism from pre-communism through to Marx, growth in Russia, and the growth of international communism. Contemporary Eastern Europe, China, the Third World, and Latin America are also surveyed. This book could be useful as a reference for those students engaged in research on communism.
3. Socialism: Its Theoretical Roots and Present Day Development. This book offers a definition of socialism and surveys socialist development in Britain, Europe, the Middle East, Africa, the Far East, North America, and Latin America. For those students looking at democratic socialism, this book could be quite helpful.

* Based on 1974 costs. Prices subject to change.

Our Western Heritage Roselle, D. and Young, A.P. Toronto: Ginn and Company, 1972, $9.35*.

This book is designed to provide both narrative history and opportunities for inquiry. It contains many maps, charts and pictures. Major ideas are clearly indicated by bold headings. Each chapter ends with review questions, suggested activities, names and terms for identification, and books for further reading. Inquiry lessons, located throughout the book, include lessons and thoughtful questions. The annotated edition contains a useful description of films and filmstrips to be used to supplement the text. The straightforward reading level makes this book a sound reference for students engaged in research on the nature of war, decisions leading to war, dictatorships, and the Cold War.

People In A Changing World Oliver, C. and Sobel, R. Toronto: Doubleday Limited, 1973, $2.86* Each.

This series is brightly designed and appealing to the eye. Each booklet contains numerous aids intended to assist students in grasping an overview, headings, a summary, numerous review exercises, and a bibliography. A glossary of terms concludes each booklet. The reading level is well within the range of all students, especially those with reading problems.

1. People And Their Economic Systems. This booklet seeks to provide students with a basic understanding of economics. It defines basic economic concepts, outlines a brief history of the development of economics, examines the fascist economy of Italy, looks at the operation of subsistence, commercial and market economics. It also traces the features of production including the business cycle, banking and money. This booklet includes material on the role of business, labor, and government in the economy, and looks at international economics. This booklet could be a useful tool when examining the features of economic systems. Most of the major concepts are illustrated by examples from the American experience.
2. People And Their Political Systems. This brief booklet includes material on the theories of government, modern governmental operations, the basis of political action, the world struggle, and modern international challenges. The examples used in this booklet are taken from the United States.

Viewpoints In World History Feder, B. Toronto: Van Nostrand, 1974, $9.20*. Each booklet can be purchased separately at $.95*.

This book is designed to help the student in his own investigation of the past, first, to form his own picture of what happened in some selected and controversial historical topics. Second, it hopes to help him learn some of the skills and techniques of the historian and the social scientist in examining current issues. Third, it hopes to encourage the student to reach his own independent but reasoned opinions. Each section examines a controversial issue and contains a time chart, an introduction, maps,

* Based on 1974 costs. Prices subject to change.

cartoons, discussion questions, historical exercises, and an annotated bibliography. Every unit consists of letters, documents, poems, articles, treaties, diaries, and books. Each author is also identified. In the teacher's edition a guide contains suggestions for using each section. The reading level should be within the scope of most students. It can be used in large or small groups to promote discussion of value issues or by students doing research. While the book provides material beginning with the Greeks, the units on Imperialism, Africa, World War I, Russia, the Nazis, Nuclear Arms, the Arab-Israeli Conflict, and the United Nations are very helpful for Social Studies 30.

1. What Were The Causes Of The New Imperialism? This study consists of 4 sections. The first presents arguments of contemporaries over the policy of imperialism. The second focuses on whether colonies pay for themselves in terms of wealth or as areas for the settlement of surplus population. The third consists of several interpretations by historians who try to explain why imperialism developed. The fourth touches on the debate: in the long run has imperialism done more harm than good?
2. How Did China Become A Victim Of Imperialism? This study surveys some of the steps in the imperialistic penetration of China. The first section looks at the Opium War through an examination of primary sources and through several conflicting interpretations. The second section traces the partition of China among the great powers. The third section surveys the reaction of the Chinese themselves to the dismemberment of their Empire. The fourth section examines the Boxer Rebellion and the development of the revolutionary movement that was to overthrow the Manchu Dynasty.
3. How Did Japan Avoid Becoming A Victim Of Imperialism? The major question on which this study focuses is how the Japanese were able not only to avoid the fate of China but also to reach the rank of a major world power in so short a time. The first section touches on aspects of Japanese life before the arrival of Admiral Perry in 1853. The second section deals with the opening up of Japan including the views of those Japanese who advocated opening Japan and their opponents.
4. What Direction For Emerging Africa? This study touches on the transition from Africa as the Dark Continent to colonial Africa. The bulk of the study is concerned with the rise of African Nationalism and the emergence of independent African states. It also addresses the questions: "Must the new African states copy from the older western nations or the Soviet Union or can they develop peculiarly African political and economic patterns of life", "Is democracy possible in emergent Africa?", and "When Africans speak of democracy, do they mean the same things as Westerners do?".
5. What Were The Causes Of World War I? The first section deals with the assassination of Archduke Ferdinand and the ensuing events which lead to the declaration of War. The second section views these events through the eyes of participants and contemporaries. The third part views these events from a further distance in time. It looks at the causes of the war as viewed by those who looked back at the end of the war. Finally it steps back further and looks at the long-range factors historians think they recognize as the real causes of the war.

* Based on 1974 costs. Prices subject to change.

6. The Rise Of The Nazis Horror: Who Was Responsible? This study emphasizes several fundamental sets of questions. The first set concerns the origins of Nazism. "Did it arise out of conditions and traditions or could a similar dictatorship have arisen in any other country?" The second set of questions focuses on responsibilities for the crimes of the Nazis terror. "Were the German people responsible by their support of Hitler or were the Allies, who took so long to recognize the Nazis terror and then took so long to take action equally guilty?". The last section gives students an opportunity to apply their answers to the questions to the case of Lieutenant Calley.
7. The Nuclear Arsenals: Security Or Suicide? The first section of this unit looks at the controversy surrounding the dropping of the bomb at Hiroshima. The second part examines the question of whether the earth could survive a nuclear war. The third section ponders the possibility of an accidental nuclear war. The fourth and fifth sections consider the question of disarmament.
8. The Arab-Israeli Conflict: Where Is It Heading? This unit uses primary and derived sources to help students arrive at conclusions to 4 central problems: How was the State of Israel born? How did the Palestinian refuge problem originate? What were the causes of the Sinai campaign of 1956? and How did the Arab-Israeli war of 1967 begin?.
9. The United Nations: Man's Best Hope For Peace? This section addresses a series of basic questions concerning the United Nations: How successful has the UN been in helping the peace? Is it man's best hope for peace or have its failures outweighted its successes?, What is the function of the UN in maintaining the peace?, Should it be a world policeman or should it provide a forum for diplomats?, Should it have more power?, Is it dominated by the superpowers?, and Does it infringe on national sovereignty?.

War And Prevention Moore, J. and R. Rochelle Park: Hayden Book Company, 1974, $2.95*.

This excellent book lends itself very well to the Social Studies 30 course, especially for the unit on the nature of war. It contains sound factual information, opposing value judgements, futuristic scenarios, suggestions for involvement in issues, and recommendations for further study. It considers such issues as the problem of war, the causes of war, the consequences of war, war prevention, and future alternatives. Students will find the readings interesting and the exercises fascinating. While the illustrations are drawn from the American experience, this book is perhaps the best available for the study of war.

Western Man And The Modern World James, L.F. Toronto: Pergamon Press, 1973, Volume 1 and 2 $6.00*, Paperback $3.35*.

These texts are a combination of the expository, chronological approach to history with inquiry and multi-media techniques. These books are aimed at high school students and written in a lively style. They are replete with

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interesting anecdotal and biographical material. This set of 5 tests is weighted towards the 20th Century and given considerable attention to non-western cultures. Each book has many illustrations, good maps and charts, discussion questions, a general index, a map index, and a glossary of terms. A set of primary source readings and map exercises supplement each text. A series of filmstrips and cassettes can also be purchased and are designed to motivate and intrigue students.

1. Teaching Resource Book. Miller, J.P. This book provides various goals towards which thinking can proceed. The expository section contains observations about history and raises questions for discussions as well as giving some suggested assignments. There are suggestions for essays but no objective tests.
2. Industrialism, Imperialism, And War. James, L.F. This book examines industrialism, which changed the structure of western life, imperialism, which satisfied western needs for raw materials, and war, which became worldwide as nations sought to protect their industrial and imperial needs. Chapter 7, which looks at the background and origins of World War I, should be a valuable reference for students engaged in work on the nature of modern war.
3. The Western World Today. James, L.F. This text is a survey of the world since 1919 and looks at such areas as Europe after the war, the emergence of Communist Russia, Italy and Germany, Appeasement, World War II, the Cold War, European Democracies, the United States, the U.S.S.R., the Race Problem, Science and Technology, and World Problems. A valuable reference for co-operation and conflict and political and economic systems.
4. Africa, Latin America, And The East. James, L.F. This volume outlines the past history of each of the major non-western world nations in such a manner that an understanding of the issues of each nation is possible. This book puts into perspective the troubles of the Arab-Israeli conflict, the Indian-Pakistan crisis, and the war in Viet Nam. A valuable reference for both Social Studies 30 units.

The Worldly Philosophers Heilbroner, R.L. Don Mills: Musson Book Company, 1967, Paperbacks $2.25*.

This book aims to examine the ideas of the great economists, though an effort is made to set the stage by looking at the economic upheaval of the Middle Ages. This volume includes chapters on Smith, Malthus and Ricardo, the Utopian Socialists, Veblen, Marx, Keynes, and modern developments. While the material is concise and, on the whole interesting, some students will find the reading level quite demanding. It can serve, however, as a reference for teachers and students when working on Political and Economic Systems.

* Based on 1974 costs. Prices subject to change.

SOCIAL STUDIES XXX

FILMS, KITS, SIMULATIONS, MULTI-MEDIA RESOURCES

The Age Of Megaton (Filmstrip) World Law Fund, 1972. 135 Frames, Color, Cassette and Manual, $16.00*.

What is meant by "perfect deterrent" and by "thermonuclear explosion?". This filmstrip attempts to introduce students to the vocabulary of the atomic age. Through the use of pictures, drawings, graphs, and diagrams this filmstrip surveys the events that led to emergence of the H-Bomb. This includes the production of light and deliverable bombs by the U.S.A. and the U.S.S.R., the effect of radio-active and political fallout from H-Bomb tests; the development of missiles as delivery vehicles; the strategy of deterrance as illuminated by the Cuban missile crises; and the current significance of MIRV and ABM systems. This filmstrip sets the stage for discussion of current, important questions. It is an excellent source for inquiry - oriented discussion of the nature of modern war and such value - issues as "Should a nation - state use its most potent weapons in a war?"

Arabs And Jews (Filmstrip) Scholat Productions, 1972. 6 Color Filmstrips, 6 Cassettes and Manual, $110.00*.

These filmstrips are an effort to present the Arab-Israeli conflict in an objective manner. Their purpose is to give students a thorough knowledge of both the past and present dimensions of the Arab-Israeli dispute. They ask students to consider many interesting and complicated questions: "What do the Arabs want?" "What do the Israelis want?" "Why has peace eluded them?" and "Why does their dispute matter to the rest of the world?" The teacher's guide is helpful and includes suggested uses, names, and terms, instructional and learning objectives, suggestions for post viewing discussion, ideas for further research and a bibliography. While these filmstrips do not discuss the 1973 conflict, they will be valuable for studying the nature of international conflict.

The Causes Of World War I (Filmstrip) Educational Audio-Visual Inc., 1969. 2 Color Filmstrips, 2 Cassettes and Guide, $30.00*.

These filmstrips examine the causes of World War I through the use of photographs, drawings, cartoons, paintings, maps, newspaper headlines and quotations from the leading figures concerned. Part 1 shows how the war developed by presenting a picture of Europe in 1914, the diplomacy of the major powers after the assassination of the Archduke, and the attempts of

* Based on 1974 costs. Prices subject to change.

historians to determine who was guilty. Part 2, dealing with why the world became involved in the war, includes an examination of the parts played by nationalism, militarism, imperialism, and the alliance system. These filmstrips can be used as an introduction to or review of World War I. They can also be used for the study of the causes of war in general.

The Causes Of World War II (Filmstrip) Educational Audio-Visual Inc., 1973. 2 Color Filmstrips, 2 Cassettes and Manual, $30.00*.

This filmstrip analyzes why a global war began only 2 decades after World War I. Contemporary photographs, paintings, drawings, and cartoons are combined with quotations from participants to explain the outbreak of the war. While this filmstrip examines the role of Hitler in causing the war, it also discusses other variables operating in Europe between 1919 and 1939. It attempts to isolate these variables and to raise questions about them by tracing the history of the inter war years. The teacher's notes includes some suggested uses and some discussion questions. This filmstrip is expository in nature but is valuable in examining the causes of modern war.

Comparative Economic Systems (Multi-Media Kit) Holt, Rinehart, and Winston, 1974, Textbook $8.35*, Classroom Support Unit $254.40*, Teacher's Guide $7.30*, Evaluation Program $31.95*, Individual and Group Activity Kit $31.95*.

This is a comparison of a traditional economy with systems where most economic decisions are made in the market (United States) and where most decisions are made by command (Soviet Union) focusing upon 3 basic questions: What is to be produced?, How is it to be produced?, and For whom is it to be produced?
These materials have been completely revised and many basic changes have been made. First, the text has been redesigned to include a visual component consisting of photographs, charts, graphs, drawings, maps, and tables. Second, the reading level of the text has been lowered. Third, a new evaluation program has been written. Fourth, an individual and group activity component has been prepared in order to individualize instruction. Finally, dilemmas designed to encourage moral development have been inserted. These materials, in whole or part, could be used effectively when working with economic systems.

Comparative Political Systems (Multi-Media Kit) Holt, Rinehart, and Winston, 1974. Textbook $7.30*, Classroom Support Unit $251.70*, Teacher's Guide $5.60*, Evaluation Program $27.85*, Individual Group Activity Kit $37.40*.

This is a comparison of a traditional political system with the governments of the United States and the Soviet Union, examining the nature of decision makers, the institutional setting, the decision making process, the role of the individual citizen, and political culture.

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These materials have been completely revised and many basic changes have been introduced. First, the text has been redesigned to include a visual component consisting of photographs, charts, graphs, drawings, maps and tables. Second, the reading level of the text has been lowered. Third, a new evaluation program has been written. Fourth, an individual and group activity component has been prepared in order to indivdualize instruction. Finally, dilemmas designed to encourage moral development, have been inserted. These materials, in whole or in part, could be used effectively when working with political systems.

Confrontation: The Cuban Missile Crisis (Simulation) World Law Fund, 4 Color Filmstrips, 4 Cassettes, 35 Reporting Booklets, 1 Simulation Game, Teacher's Guide, $150.00*.

This material aims to focus student attention on a clearly outlined model of the international system in action. The objectives are to identify the structure of the system, then to move into an assessment of those elements making for stability and instability and to encourage students to discuss what might be done to change the present system. Confrontation attempts to present the events of the Cuban missile crisis from the point of view of each of the 3 major protagonists: Cuba, the U.S.S.R., and the U.S.A. Each perspective is explored in individual 12 minute sound filmstrips created from original Soviet, American, and Cuban sources. A fourth filmstrip concentrates on the day-to-day events of the crisis. The simulation then requires students to face the same alternatives, decisions, and countermoves as the nations involved. The simulation is best suited for class sizes from 24 to 36 and can be used as a case study to illustrate the nature of 20th Century internation relations. The teacher's guide contains directions, debriefing questions, and an annotated bibliography.

Dangerous Parallel (Simulation) Gage Education Publishing, 1969, $72.52*.

Dangerous Parallel is a simulation of international affairs developed by the Foreign Policy Association. It gives students a laboratory experience of international decision making and its consequences. Each kit contains a filmstrip, record, teacher's guide, and 36 crisis manuals. Each of 6 nations receives a decision choice wheel, decision makers checksheets, and a resource envelope in which troop units are housed and currency is banked. This simulation is effective in illustrating the causes of international tension and in helping students consider the value issue "Are super national bodies the answer to international conflict?".

Fascist Dictatorships (Filmstrip) Educational Audio-Visual Inc., 1971. 2 Color Filmstrips, 2 Cassettes and Manual, $30.00*.

This is a two-part filmstrip which examines the rise of fascist

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dictatorships in Germany, Italy, and Japan. Photographs, cartoons, drawings, paintings and voices of participants are used to look at the historical and philosophical foundations of fascism and to consider implications for the present and the future. The second part includes a debate between students on the question of whether the United States is moving towards fascism. The debate is intended as a starting point for further discussion and as a model for the application of historical generalizations to the present world. A set of teacher's notes includes some interesting suggestions for using the filmstrip, provocative discussion questions, and a brief bibliography. This filmstrip provides valuable material on the nature of totalitarianism.

Hiroshima Decision (Filmstrip) Aenger Sound Filmstrips, 1971.
86 Frames, Color, Cassette and Guide $18.50*.

This study of the decision to drop the bomb on Hiroshima provides a vehicle for students to learn much about modern international relations. Political, scientific, economic, and moral issues are intertwined in such a way as to provide the student with many insights about how great decisions are made. This filmstrip examines the German threat, Einstein's appeal, and Roosevelt's decision to begin development of the atomic bomb. It describes the scope of the Manhatten Project and the impact of the bomb on Hiroshima and Nagasaki. Arguments for the dropping of the bomb and criticisms against the decision are explored. This filmstrip also helps students appreciate that the Hiroshima decision so radically changed the nature of war as to require entire different ways of thinking about international relations. The teacher's guide includes suggestions for special projects and an annotated bibliography. This is a stimulating resource for assisting students grappling with the value issue "Is war a legitimate means of settling disputes among nations?".

Imperialism (Filmstrip) Zenger Sound Filmstrips, 1972.
78 Frames, Color, Cassette and Manual $13.95*.

The purpose of this filmstrip is to demonstrate that the word "imperialism" has many different meanings and has been used as a weapon, that is, as an unattractive label to attach to an enemy in a propaganda war. This filmstrip provides the student with a conceptual framework with which he can analyze the behavior of today's great powers. The theories of Lenin, Hobson and Schumpter are clearly described and compared. The filmstrip also outlines the efforts of contemporary writers to develop new concepts and explanations. This filmstrip places great emphasis on the importance of defining terms for much confusion results from careless and imprecise terminology. The multinational corporation is examined and related to the theories of imperialism. A teacher's guide contains suggestions for pre and post showings, questions for discussion, and an annotated bibliography. This filmstrip is a valuable source for the study of imperialism as a cause of international tension.

* Based on 1974 costs. Prices subject to change.

Man's Search For Freedom: An Inquiry Into The History Of Liberty. Center For Humanities, 1972. 160 Color Slides, 2 Cassettes, and Manual, $104.50*.

This material traces the origin and changing concepts of freedom from prehistoric man through Ancient Egypt, China, Greece, Rome and Renaissance Europe to the present. It concludes with an inquiry into what many must sacrifice for freedom and asks what modern man, who has a larger measure of freedom than his ancestors, will do with this freedom. The teacher's guide contains instructions for presentation, comprehension questions, suggestions for inquiry, a vocabulary, and a bibliography. This program will stimulate considerable discussion and will serve as a useful introduction to the value issue "To what extent should a political and economic system emphasize individual freedom or group welfare?".

Marxism: The Theory That Split The World (Film) Marlin Motion Pictures, 1970. 26 Minutes, Color, 16 mm.

This film explores the current and historical dimensions of Marx through dramatized interviews with those who knew him, animated explanations of his major ideas, and documentary treatment of the monumental changes wrought in his name. The film attempts to present in simple terms the main principles of Marx's thought, to introduce basic information about Marx's life and the historical impact of his philosophy, and to show that while economic progress has resulted in countries where Marxism prevails, it has been at the cost of personal freedom for millions. This film can be very useful when examining the nature of Soviet totalitariansim.

A Plague On Your Children (Film) British Broadcasting Corporation, 1971. 72 Minutes, Black and White, 16 mm.

This film is a thoughtful, straightforward investigation of chemical and biological warfare. It shows what the chemical and biological weapons are, what they can do, and what kind of scientific work is being done to produce or counteract them. It also examines the conditions under which a British army unit operates when using chemical weapons, includes tours to some of the larger research stations in Britain, and raises the value issues surrounding the use of these weapons. The film is a valuable device for assisting students in analyzing the nature of war, especially the technology of modern war.

The Rise And Fall Of The Third Reich (Film) Bellevue Film Distributors, 1968. 90 Minutes, Black and White, 16 mm.

This film, which is based on William Shirer's bestseller, traces the rise and fall of Nazis totalitarianism. Interviews, contemporary footage and comments by Shirer make this film useful in the study of the Nazis phenomenon. The first part of the film describes the appeal of Nazism and

* Based on 1974 costs. Prices subject to change.

the second section follows Hitler's aggressive policies to their end in 1945. This film can be valuable in helping students understand generalizations about the Nazis by observing practices in Nazis Germany.

The Shaping Of Western Society (Multi-Media Kit) Holt, Rienhart, and Winston, 1974. Text $8.35*, Classroom Support Unit $254.40*, Teachers Guide $7.30*, Evaluation Program $31.95*, Individual and Group Activity Kit $31.95*.

This is a study of change over periods of time in four aspects of Western Society: economics, politics, social organizations, and patterns of thought.
These materials have been completely revised and many basic changes have been made. First, the text has been redesigned to include a visual component consisting of photographs, charts, graphs, drawings, maps, and tables. Second, the reading level of the text has been lowered. Third, a new evaluation program has been written. Fourth, an individual and group activity component has been prepared in order to individualize instruction. Finally, dilemmas designed to encourage moral development have been inserted. While much of this material cannot be applied to Social Studies 30, the chapters, Soviet Russia and Nazis Germany, will be helpful for classes working on totalitarianism. In addition, the chapters of Nationalism, War and Peace, and the Cold War will be useful for groups studying co-operation and conflict.

The War Game Visual Education Centre, 115 Berkeley Street, Toronto. Rent $50.00* Purchase: $300.00* Black and White.

This relatively short film (47 minutes) is very powerful. One can claim, in relative safety, that most everyone is intellectually convinced of the folly of nuclear war. The War Game adds the dimension of emotional conviction. Through the use of hand-held cameras and non professional actors, The War Game produces a strong reaction. The film postulates a clash in Berlin and the escalation of the crisis until nuclear weapons are unleashed by both sides. The horror of the nuclear attack is chronicled and, perhaps more disturbing, its aftermath. Optimum viewing conditions should be found in the controlled atmosphere of high school classrooms where mature students would engage in fruitful discussion under the guidance of teachers. It is suggested that this film, which is particularly powerful, be viewed one day with discussion being held over until the next. The War Game could be used as a final unit on a study of the Cold War or an introduction (or conclusion) to the study of the United Nations. It will be very useful in permitting students to discuss value issues such as "Should nations arm?", and "Should a nation - state use its most potent weapons in a war?" Teacher preview before classroom use is essential. Starkly realistic effects of of radiation on human beings may be distressing to some students.

Warsaw Ghetto (Film) British Broadcasting Corporation, 1969. 50 Minutes, Black and White, 16 mm.

* Based on 1974 costs. Prices subject to change.

This film compiled from Nazis photographic records, shows the full story of the Ghetto from its creation in 1940 to its destruction in 1943. It depicts the incredible conditions that existed in the ghetto. In an attempt to chronicle the death of a race, the Nazis records reveal the grisly methods used to eliminate 600,000 Jews. The film also reveals the resistance of the Jews when the ghetto was dismantled. This film can be very useful when studying fascism, particularly, to illustrate the inhumanity of Nazis race theories.

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For Reference

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